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ABSTRACT

This document contains both teaching suggestions and samples of instructional materials used in the Pittsburgh public schools' career education program at all levels. Suggested units of instruction include such topics as the Pittsburgh job market, social security cards, job interviews, wage and benefit laws, labor organizations, and consumer economics. Each unit offers possible classroom activities directed toward a specific behavioral objective and a listing of human and material resources. Appendixes include information on employment in the Pittsburgh area, working papers from the area office of student employment, various tests for job skills, a transportation schedule, and a listing of local postsecondary education programs. (KH)

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# JOB ENTRY EMPLOYMENT PREPARATION

(J. E. E. P.)

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
PITTSBURGH PUBLIC SCHOOLS

VT 020 917

ED 079559

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PITTSBURGH PUBLIC SCHOOLS

DIVISION OF OCCUPATIONAL,
VOCATIONAL, AND TECHNICAL EDUCATION

# JEEP PROGRAM
(Job Entry Employment Preparation)

September, 1968

Revised -- January, 1972

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# WHY WORK?

# WHY WORK?

**Objective:** To provide some understanding of why people work and to motivate students toward gainful employment.

**Motivation Activity:** Conduct "brainstorming" activity with group of students concerning why people work. Set up rules for session by indicating that each student will give only one reason and no one can argue against or laugh at his reason. One student can list the reasons on the chalkboard for later discussion after all reasons are given. The class may wish to place the reasons in order of importance.

**Developing Core:** MONEY is usually the main reason most people work. Some work to do something interesting or to be useful. Others work to gain experience or to learn a business. Some wish to be with other people. MANY work so they will not need to depend on others. Work also has other value such as a feeling of accomplishment and self-fulfillment when a job is well done.

WHAT WILL YOU DO WHEN YOU ARE OLD ENOUGH TO WORK? Will you want to get a job? Will you want to earn money? Will you want to be independent? Will you enjoy working?

**Other Activities:** Develop a matching game using the life stories of some outstanding people (emphasize the amount of work involved to be successful). Give the students a summary of the life of an individual and have them guess the name that may match the story. Use articles such as the feature on Bill Russell on page 3 for the story. Many books are available giving brief stories of famous people. Have the students form teams and compete for points if time permits. Continue to emphasize the work necessary in each case.

Invite successful people to talk to group about work. Use individuals from the Pittsburgh area such as industrial leaders. Groups such as the Chamber of Commerce, Misters, etc. will probably provide speakers for your class. If possible, try to obtain people who graduated from your high school or at least a Pittsburgh school. Inform the speaker that he should emphasize why students should work.

OUTSTANDING ACCOMPLISHMENTS

# They Had a Dream

By GEORGE REASONS
*Illustrated by Sam Patrick*

## *Bill Russell*

Bill Russell wasn't good enough to make the homeroom basketball team in the 9th grade at Hoover Junior High in Oakland, Calif.

Then he began to grow. By the time he was a senior at McClymonds High, Russell was a towering 6-foot-5 and a star on the school's championship varsity squad.

From then on, he never stopped to look back in his climb to the ranks of basketball's immortals.

Russell grew to 6-foot-10, toppled records right and left won countless honors, dominated the game for more than a decade and became wealthy in the process.

Then he capped his career by becoming the first black coach in any major league sport when he took over the helm of the Boston Celtics.

William Felton Russell's climb to the top began in Monroe, La., where he was born in 1934. When he was 8, his family moved to Oakland and his father went to work in a defense plant. His mother died a few years after their arrival in the California city.

RUSSELL grew up in Oakland and after graduation from McClymonds High moved on to the University of San Francisco on a scholarship.

He led USF to two NCAA titles, once chalking up a string of 60 successive victories, and made All American two years.

Russell was named the NCAA's most valuable player and player of the year by the Helms Athletic Foundation in 1955.

In 1956, he led the United States to the Olympic title in Australia.

Russell joined the Celtics in 1957, and it became one of the most successful teams ever assembled in the history of the game.

In his 13 years with the Celtics, the team won 11 NBA championships and was champion of the Eastern division 12 times.

The bearded giant, dubbed Bill "the stuffer," was undisputed king of the backboards and a defensive genius.

HE SET an all-time record of 21,721 rebounds and amassed a total of 14,522 points for a per game average of 15.1 in his professional career.

No one could handle him. An opponent once wryly noted "When he stretches out he's nine feet tall. There's no defense but an Army 45."

Russell was voted to the NBA all-star team every year he played and five times was chosen as the NBA's most valuable player.

Noted for his sense of humor, Russell also had a serious side which led him to be discontented despite his success. In 1963, he said,

"I consider my life to the present time a waste. I don't consider anything I have done as contributing to society. I consider playing professional basketball as marking time, the most shallow thing in the world."

Three years later, Russell succeeded Arnold (Red) Auerbach as Celtic coach. As player-coach, he earned more than $125,000 a year, the highest paid team athlete in the United States.

But his interest in the game waned and he quit in 1969 when he was earning more than $200,000 annually because he said he refused to be a mercenary playing strictly for the money.

The accolades continued after his retirement. In 1970, the Associated Press voted him the basketball player of the decade and he was elected to NBA's Silver Anniversary Team.

This article is one of a series in the Pittsburgh Post-Gazette. A different person is featured each Tuesday. Back copies (past articles going back one year) are available at the Post-Gazette office, 50 Blvd. of Allies, Pittsburgh. Telephone BACK COPY DEPARTMENT at 263-1120 if you desire past articles.

## Human Resources

School or public librarian for information on famous people.

B'nai B'rith Career Guidance Service.

## Material Resources

Audio-visual materials.

# THE PITTSBURGH JOB MARKET

# THE PITTSBURGH JOB MARKET

Objective: To develop a knowledge of the Pittsburgh job market and the value of education related to the "world of work."

Motivation Activity: Ask the students to list various local jobs on the chalkboard. List them into two columns--one for entry jobs not requiring a high school diploma and the other for jobs requiring at least a high school education. Conduct a discussion on the job situation in Pittsburgh. Talk about the necessity of getting an education to meet the demands of the job in which they may be interested. Use the Chamber of Commerce and the Bureau of Employment Security information in Appendix I to help with this opening activity.

Developing Core: The Pittsburgh labor market area covers Allegheny, Beaver, Washington, and Westmoreland Counties. See the map on page 9.

The Pittsburgh area has been dependent on two industries, steel and coal. Now there is a diversification of industries.

The fact that Metropolitan Pittsburgh keeps expanding its industrial community is not well known. Over 6,000 different products are coming out of plants utilizing the skills of 259,218 men and women, whose combined income exceeds $2.1 billion a year.

The expectation for Pittsburgh's industrial future is bright. According to recent surveys, manufacturing firms plan to increase their capital outlays. For 1972, an 8 percent increase in spending over 1971 is expected by Pittsburgh area firms.

Of the major manufacturing industries in the Pittsburgh area, the following industries employ the most people.

1. PRIMARY METAL INDUSTRIES.
2. ELECTRICAL MACHINERY, EQUIPMENT, AND SUPPLIES.
3. OTHER MACHINERY.
4. FOOD AND KINDRED PRODUCTS.
5. FABRICATED METAL PRODUCTS.

Of the major industries in the area, the following information shows the industries with the largest number of plants.

1. PRINTING, PUBLISHING, AND ALLIED PRODUCTS.
2. FABRICATED METAL PRODUCTS.
3. FOOD AND KINDRED PRODUCTS.

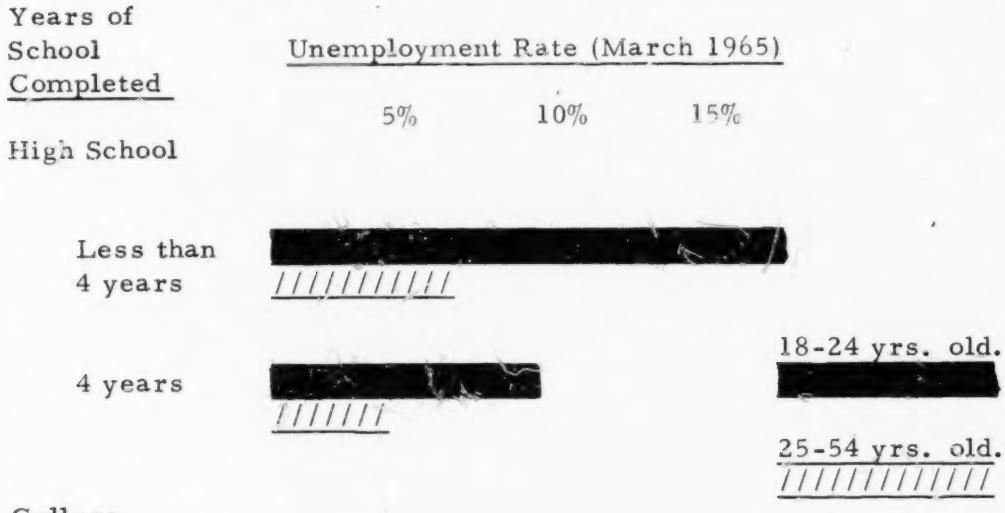
4. OTHER MACHINERY.
5. STONE, CLAY, AND GLASS PRODUCTS.

Some entry-level jobs in the Pittsburgh area are as follows:

| | |
|---|---|
| NURSE'S AIDE | CLERK-STORE OR OFFICE |
| ORDERLY | CAR WASHER |
| PORTER | KITCHEN HELPER-HOSPITAL |
| CASHIER | MAILROOM HELPER |
| WAITER | SHIPPING CLERK |
| WAITRESS | BUSBOY |
| CUSTODIAN | STOCK BOY OR GIRL |
| USHER | GAS STATION ATTENDANT |

The following chart shows the value of an education.

UNEMPLOYMENT RATES ARE HIGHEST FOR YOUNG WORKERS AND THOSE WITH THE LEAST EDUCATION




Source: Bureau of Labor Statistics

Other Activities:

Invite a representative of the Chamber of Commerce to speak to the group on the Pittsburgh labor scene. Many industrial representatives are also willing to assist you with this activity.

Conduct a "rap session" with the students on their expectations in the Pittsburgh job market. Be certain to include information on unions and education, etc.

Discuss the preceding chart concerning unemployment as related to the "world of work."

NOTE: THE PITTSBURGH AREA PUBLISHES A "LABOR MARKET LETTER" EACH MONTH. TO OBTAIN THIS LETTER, TELEPHONE 565-5350 AND ASK TO BE PLACED ON THE MAILING LIST. THERE IS NO CHARGE FOR THE PUBLICATION.

# A Public Service - COMMUNITY LABOR MARKET INFORMATION

## PITTSBURGH LABOR MARKET AREA

### BOROUGHS AND CITIES IN ALLEGHENY COUNTY

1 Aspinwall
2 Avalon
3 Bellevue
4 Ben Avon
5 Ben Avon Heights
6 Blawnox
7 Brackenridge
8 Braddock
9 Bradford Woods
10 Brentwood
11 Bridgeville
12 Carnegie
13 Castle Shannon
14 Chalfant
15 Cheswick
16 Churchill
17 Clairton
18 Coraopolis
19 Crafton
20 Dormont
21 Dravosburg
22 Duquesne
23 East McKeesport
24 East Pittsburgh
25 Edgewood
26 Edgeworth
27 Elizabeth
28 Emsworth
29 Etna
30 Forest Hills
31 Fox Chapel
32 Glassport
33 Glenfield
34 Greentree
35 Haysville
36 Heidelberg
37 Homestead
38 Ingram
39 Leetsdale
40 Liberty
41 McKeesport
42 McKees Rocks
43 Millvale
44 Mount Oliver
45 Munhall
46 North Braddock
47 Oakdale
48 Oakmont
49 Osborne
50 Pitcairn
51 Port Vue
52 Rankin
53 Rosslyn Farms
54 Sewickley
55 Sewickley Heights
56 Sharpsburg
57 Springdale
58 Swissvale
59 Tarentum
60 Thornburg
61 Turtle Creek
62 Verona
63 Versailles
64 Wall
65 West Elizabeth
66 West Homestead
67 West View
68 Whitaker
69 Wilkinsburg
70 Wilmerding

SCALE
10 0 10

## Human Resources

The Central Coordinator and/or the School Coordinator can help with this unit.

## Material Resources

Audio-visual materials.

Bureau of Employment Security--Job bank information.

## SELF-EVALUATION

## SELF-EVALUATION

Objective: To evaluate marketable skills and readiness for employment.

Motivation Activity: Give each student a small piece of paper (2" x 3") and ask them to write what they think they can offer an employer --five minute time limit. Ask them to turn the paper over and write what they think an employer can do for them. Ask them to compare. A group discussion should follow concerning marketable skills, expectations of employers, etc.

Developing Core: What kind of a job are you looking for? This job should be suited to your interests, your skills, your abilities, and your personality. Know what you like and dislike. Job success depends on enjoying your work.

A potential employer is interested in what an employee can do for the company. Most employers will ask this question during a personal interview for a job. Be prepared to answer this wisely.

Other Activities: Have each student complete a self-inventory such as the one on page 13.

If necessary, ask each student to list his "likes" and "dislikes" on the back of the inventory sheet.

Perhaps some students will desire to take pertinent aptitude, job competency, personality, intelligence, vocabulary, and arithmetic tests--all to be used only for self-inventory.

Invite a representative of the Pennsylvania State Employment Service to inform the students about the "employment counseling service" available--possibly some students can arrange to take advantage of this service.

## Self-Inventory

Name_____ Date_____

1. What kind of work do I most enjoy at school? _____
2. What kind of work do I most dislike at school? _____
3. What are my special skills? _____
4. Do I like to work with people? _____
5. What is my immediate goal? _____
6. What would I like to be doing five years from now? _____
7. What preparation will be necessary to achieve this goal? _____
8. What kind of job would I like to have? _____
9. How much can I currently expect to earn in this job? _____
10. Do I possess the skills required for this kind of job? _____
11. Do I possess the education required for this kind of job? _____
12. Is my physical condition such that I could handle this kind of job? _____
13. Is my personality such that I could handle this kind of job? _____
14. The advantage of the kind of job I want are:
    1. _____
    2. _____
    3. _____
15. The disadvantages of the kind of job I want are:
    1. _____
    2. _____
    3. _____
16. Could I advance on this job without further education? _____
17. How could I be sure that I could advance on this job or advance to a better job? _____

## Human Resources

You may wish to invite the school counselors to help with this unit.

## Material Resources

Film: The Big Question: Choosing Your Career SM 443.3 28 min.
Tells how two high school students--a boy and a girl--went about choosing their career. With the help of their guidance counselor and parents, they learned how to take inventory of themselves--how to discover their strengths and weaknesses, and then compare these with the needs, demands, and challenges of various career possibilities.

Film: Habit Patterns SM 445.49 15 min.
Barbara is never prepared, never on time. Through the years, she has built up a set of disorderly habits that are spoiling her relations with her family as well as her teachers and friends. After a particularly unhappy experience, Barbara takes steps which, if repeated, will help her to become more like Helen, her friend who learned to plan for her tomorrows the day before.

Film: How Honest Are You? SM 1 445.27 13 min.
Shows certain conclusions about what honesty is and how a person may apply the test of honesty to his thoughts and actions.

PERSONAL DATA SHEET

## PERSONAL DATA SHEET

Objective: To develop an understanding of the use of a personal data sheet and to provide practice in its preparation.

Motivation Activity: Draw an outline of a house on the chalkboard. Add doors, windows, chimney, etc. to the house being careful to pause between each addition. Emphasis how omitted lines make recognition more difficult. This should illustrate how to build a personal data sheet.

Developing Core: Before you go to an interview or to an employment agency, it is wise to have a personal data sheet. This sheet gives all the information which most employers request from you. It will save you time when filling out an application for a job. It should be typewritten or neatly printed and could include the following items:

1. Name and address.
2. Social Security Number.
3. Telephone number.
4. Date of birth.
5. Names of parents (guardians).
6. Schools attended--dates of graduation or leaving--courses and activities.
7. Other education or training--dates and type.
8. Hobbies or other activities.
9. Previous employment record--dates, salary, type of work, name and address of employers, supervisor's name.
10. Type of work desired.
11. References--with permission (teachers, clergymen, previous employers, etc.) including addresses and phone numbers.
12. Military service--dates, branch, rank, special training.

Other Activities: Discuss the following questions:

1. Why does an employer ask for references?
2. Who should students give as references?
3. Why must the student get the person's permission before giving the name as a reference?
4. What information must be given with the name of the reference?

Project a transparency of a sample personal data sheet. Discuss this with the students. Give considerable time to the necessity of references.

Have each student complete a personal data sheet such as the one on page 18. You may wish to duplicate this for class use.

# RESUMÉ

NAME:_____ TELEPHONE:_____

ADDRESS:_____

AGE:_____ HEIGHT:_____ WEIGHT:_____ DATE OF BIRTH:_____

SOCIAL SECURITY NO._____ PLACE OF BIRTH:_____

WORK PERMIT NO._____ _____

OCCUPATIONAL GOAL:_____

WORK EXPERIENCE: Company Address Kind of Work

_____

_____

_____

SPECIAL SKILLS:_____

EDUCATION:

Elementary School_____From_____to_____

Junior High School_____From_____to_____

Senior High School_____From_____to_____

Vocational School_____From_____to_____

Other Training_____

School Activities:_____

RFFERENCES:

Name Address Telephone No.

1. _____

2. _____

3. _____

## Human Resources

The high school English teacher would be most helpful.

## Material Resources

Audio-visual materials.

# FINDING A JOB

## FINDING A JOB

Objective: To develop a knowledge of job source media and skill in using such media in seeking employment.

Motivation Activity: Have students list on chalkboard resources used in seeking a beginning job.

Ask a recent alumnus to speak to the group about how he got his first job.

Developing Core: There are many ways to find a job--the following job sources can be used when seeking employment.

1. Friends, relatives, and neighbors.
2. Help-wanted advertisements in newspapers.
3. Situations-wanted advertisements in newspapers.
4. Pennsylvania State Employment Service.
5. Private employment agencies.
6. Civil Service announcements (city, state, federal).
7. School counselors, coordinators, and teachers.
8. Community service agencies.
9. "Cold canvassing."
10. Labor organizations.
11. Trade papers and magazines.
12. Classified telephone directory.

Other Activities: FRIENDS, RELATIVES, AND NEIGHBORS--have students interview several adults to find out how these adults got their first job. Discuss these interviews in class.

HELP-WANTED--Pupils bring in classified section of newspapers and select jobs which seem to be desirable--teacher may wish to duplicate a partial section of the newspaper as shown on page 24 if pupils can't obtain newspapers. There should be a discussion of the following:

1. Types of jobs.
2. Abbreviations--such as appt. (appointment), cc. (center city), max. (maximum), etc.
3. Terms--such as an equal opportunity employer, fee paid.
4. If telephone number listed--the applicant should call for appointment--request the name of the company and person who will conduct the interview, address, and directions to the site.

5. When a box number is listed, a letter of application should be written--see this section for more information--this "blind ad" method is seldom used for entry jobs.
6. If address is given--apply in person.
7. Use ad location guide on page 25 (if telephone number is given) to determine location of job.
8. In order to make a favorable impression, it is very important that the applicant read, understand, and follow the directions indicated in the advertisement.
9. Requirements--do not apply if you do not meet the specifications stated in the advertisement.
10. Point out the difference between "situation wanted" and "help wanted" advertisements--have the students prepare a "situation wanted" ad for themselves--investigate the cost and the procedure for placing such an ad.

PENNSYLVANIA STATE EMPLOYMENT SERVICE--have the students record the various offices and addresses for their future use--indicate which offices handle specialized areas--encourage students to register--invite representatives to speak to the group.

PRIVATE EMPLOYMENT AGENCIES--have students locate ads in the classified section and/or telephone directory to discover the various types of employment agencies--inform them that a fee is usually charged and a contract is usually signed by the job seeker--invite representatives of these agencies to speak to the group--inform the students of the pros and cons of these agencies--DO NOT ENCOURAGE THEM TO USE PRIVATE AGENCIES. BUT MAKE THEM AWARE THEY EXIST AND SHOW HOW TO USE THEM--summarize the Questions and Answers about Private Employment Agencies located in Appendix II.

CIVIL SERVICE ANNOUNCEMENTS--obtain copies of federal, state, and city announcements--examine them in detail--stress the job listing, requirements, announcement number, where and when to file, closing date for filing, and salary range.

SCHOOL PERSONNEL--explain the role of the Office of Student Employment, the Central Job Bank, Central-based Coordinators, the School-based Coordinator--invite several of these people in to explain their services--ask one of the students who obtained a job through these services to tell his story--USE INFORMATION IN APPENDIX II.

COMMUNITY SERVICE AGENCIES--have pupils prepare a list of the agencies familiar to them--determine which of these agencies offer assistance in securing jobs.

LABOR ORGANIZATIONS--have the students select a union and find out the qualifications for membership and the procedure to be followed in applying for membership--see if they have a job placement service for members--point out that in order to be employed in some jobs, firms, or industries, the employee must be a union member--this requires an initiation fee and regular dues--SEE UNIT ON LABOR ORGANIZATIONS.

TRADE PUBLICATIONS--bring in trade papers and magazines showing the advertisements and listing of jobs available.

CLASSIFIED TELEPHONE DIRECTORY--have students prepare a list of places they could visit in one day in a particular industry--this can point out the value of the directory.

## Help Wanted, Men

### Credit Investigators

Dun and Bradstreet, Inc. has openings for ambitious young person to call on business executives, investment firms, etc., for credit report information. College degree preferred, courses in business administration helpful. Our promote-from-within, policy and training program makes this a career opportunity. Good starting salary, merit increases, full fringe benefits. Car necessary.

Call P. F. Foss, 781-6760
An equal opportunity employer

**CREDIT MANAGER**—Need strong man with experience in Car Leasing. Also Collection experience. Send resume to W. Sergeeff, Controller, 630 Van Ness Ave, S.F.

**DATA PROCESSING**—Radio Corp. of America, Calif.

**DECKHAND.** Sm. cooking. Avail. travel S. Amer. 1 Dec. Priv. party. 633-9898.

**DELIVERY BOY.** Age 16 or over. Hours 12 noon to 6 p.m. Must have bicycle. Apply 7843 N. Michigan St.

### DENTIST WANTED

Full or Part Time. Mostly operative. $100 daily to right man. Call collect: (213) 245-8995. Dr. M. Stuart, 108 S. Brand, Glendale, Calif.

**DENTIST**, experienced dentures. Full or part time. Top salary. Dr. Brady. EX 2-6112.

**FACTORY WORK**

Men! See us first. Many openings. Good jobs. Good wages. **Harding Personnel, 2100 Oak.**

**FACTORY** (young, some heavy production). Will train. Work either shift. Own transportation. Start $345-377. Luther Placement Agency, 1410 Jefferson.

**GARDENER**

Some exp. To do basic garden and landscape work. Start at $300. Perm. Write this paper Box 59327.

**GEN. MGR.** for Newspaper. Mature, experienced in news and advertising for general manager of offset controlled circulation weekly in Sacramento area. Write give refs., experience & salary desired to American River Press. 627 Sutter St., Folsom, Calif.

**GOLF COURSE STARTER**, exper. Buchanan Fields Golf Course, Concord.

**GOLF COURSE MAINT.** No exp. nec. Rolling Hills Golf and Country Club, Lakeview Rd. at Highway 47. 843-2199.

**HANDY MAN.** Work around a home. Good pay. Exp. 483-4433.

**HAIRDRESSER**—male. Exclusive, Carmel Salon. Guarantee & commission. Send resume of experience and background to P. O. 3757, Carmel, Calif.

**HELPER,** barber shop. Full or pt. time. 326-9748.

**HOTEL** clerk for smaller better class downtown residential hotel. Some desk duty. Some light housekeeping duties. Should be handy with cheerful personality. $100 plus room & kitchen priv. Mrs. Deutscher, between 12 and 2 p.m. only. 421-9832.

**HOTEL CLERK**—Small house. Pref. Pensioner. $125 mo. and room. Box 20917 this paper.

**HOTEL** Clerk, exp., bondable, 4 days, 4-12, $190 + rm. plus. No audit. 215 2nd Av., San Mateo.

**HOTEL** Bedmaker. Exper. $100 month & rm. HE 1-7829.

## Help Wanted, Men

**HOUSEBOY.** $1.75 hr. Care of house and lawn. Run errands. 6-day wk. Write this paper Box 3701.

**JANITOR,** porter, maint., cleaning, waxing flrs. Full/pt time. 434-2233.

**JANITORIAL / MAINT.** work. Live in/out. Large apt. bldg. Some Spanish would help. Write this paper Box 84213.

### Lead Man Trainee

Young man to train for shift lead man in non-defense manufacturing plant. Mechanically inclined. Leadership ability. Willing to work any shift assigned. Redwood City firm. 369-6211.

**LUDLOW** OPERATOR for Rubber Stamp Shop. Must be fast and understand machine. State experience & salary wanted. P.O. Box 5962, San Jose, Calif.

**LUMBER CLERK**—Experienced. Building materials, warehouse work. Call 368-3961.

**MACHINE** Operator — Cheshire. Experienced No. 514 machine. Write this paper Box 24334.

### MACHINISTS

JOURNEYMAN MACHINISTS
SPECIALIST
MAINTENANCE MACHINISTS
TOOL MAKERS
Day & Swing shifts
Call Earl Thorp 392-3143
M. GREENBERG'S SONS
765 Folsom, S.F.
An Equal Opportunity Employer

### MACHINIST

Journeyman, lathe mill hand. Precision prototype & short run production. Overtime & profit sharing. K&K MFG. INC., 1203 Dell Ave., Campbell. 378-3030.

### MACHINISTS

Journeyman or apprentice with 2 yrs. or more experience in general machine shop work. Permanent, full time. Redwood City firm. 369-6211.

MACHINISTS
### INSPECTORS

for precision machine parts. 58 hrs. +. Air-cond. Olesen Mfg. 976 Chestnut, S.Jose 294-2255.

**MACHINISTS**—Journeymen only. Job shop work. Day or night shift. Apply C. & H. Machine & Engineering Co., 650 University Ave., Berkeley. 841-2281.

**MACHINISTS, Lathe, Welders.** Above scale pay. Benefits. Day or swing shifts. Citizenship not req. Interviewing at 905 Kifer Rd., Sunnyvale.

MACHINISTS - JOURNEYMEN
EMCAC 301 Industrial Way
SanCarlos 592-1221

**MACHINISTS** & Machine Operators. Exper. F/AC Ordnance, San Jose. Apply 294-8124, X 2443.

**MACHINIST.** Journeyman only. Job shop. Elite Machine Works, 227-7th St., S.F. 861-8976.

**MACHINISTS**—Journeyman. Dental Plan. Western Gear Belmt.

**MAIL CLERK.** Insur. co. needs young man for mailroom duties. Starts $270. Good working conditions. Must be H.S. grad. U.S. citizen. 316-6400, ext. 382.

**MAN** with car to pick up and deliver lt. packages. 541-8320.

**MAN**—General work in drug store. $275 mo. Call or apply after 10:00. Westside Drugs, 2483 W. Pacific. 781-1932.

**MECHANIC**—Truck. National company offers excellent working conditions and steady employment to qualified truck mechanic. Excellent hospitalization and retirement plans as well as other valuable benefits. Call D. A. Charter 982-5085. An Equal Opportunity Employer

## Help Wanted, Men

Agency

### ENTERPRISE EMPLOYMENT

721 MARKET DO 2-2734

| | |
|---|---|
| Hotel Room Clerk | 410 |
| Train Young man | |
| I.B.M. Programmer | 800 |
| 2 or 3 yrs. exp | |
| Insurance Claims | 525 |
| Train, Degree Nec | |
| Plant Mgr. Trainee | 600 |
| Degree, M.E. or Ind | |
| Accountant, Good exp | 665 |
| Displayman, Retail | 425 |
| Drivers, Be Bondable | 450 |
| I.B.M. Computing, exp. | 500 |
| Clerical, Delivery/Type | 400 |
| Scale mechanic, Industrial | 700 |
| Mechanical/Electronics, Trnee | 485 |
| Messenger & Clerical | 375 |
| Ambulance Driver, Single | 453 |
| Warehousemen, Husky, exp | 465 |
| Tool Grinder, Tryman | 700 |
| Hotel Nite Auditor, N.C.R. | 425 |
| Inside Clothes Salesman | 400 |
| Book Store, Clerical Type | 327 |
| Trainees, Some law | 500 |
| Retired Military Men | 345 |
| Shoe Salesman, exp | + 400 |
| Service Station, exp | 437 |
| Multilith Oper. 1250 | to 590 |
| Male Steno, Gd Typ | 450 |
| Cook, Fry & Dinner | 433 |
| Bus Boy, Arm Service | 321 |

**MEN OVER 18—PART TIME**

Earn $50 per wk. sal. while training delivering household appliances. Some full time openings. Neat appearance. Personal interview. Mr. Schmidt, Drift Appliances, 1528 San Jose Ave., Dartmoor.

**NITE CLERK**—Over 21. Responsible. Call weekdays. 843-7187.

**NURSERYMEN**—Expd. in propagation & genl. nursery work. Permanent. Christensen Nursery Co., 935 Old County Rd. Belmont. 593-7893.

**PAPER CUTTER** — Will train young man on automatic modern machine. Also gen. fac. work. Opportunity to get ahead. 645-3718.

**PARKING GARAGE ATTENDANT**

Swing shift, $3.05 per hour, plus exc. health, welfare, pension, and vacation benefits. Permanent position. Drivers lic. Bondable. No exp. nec. but must pass driving test. Apply in person. Mr. Cartwright, ABC Garage, 345 Parkview Dr.

**PARTS MAN**—Counter sales, shipping, some typing. Exp. desirable but not nec. if you know something about cars. Call Mr. Sutton or apply DPI Auto Parts, 6522 W. London Ave. 743-8890.

### PARTS MAN

For A National Steel Company. Will be completely responsible for receiving, storing, handling and ordering steel strapping, tools and machine parts. Will be trained for computerized inventory system.
Must be able to take full charge after training.
Must have military obligation completed. High school education. Maximum age 30.
Chance for advancement.
Ph. Mr. Sutton 589-6655

**PARTS MAN**—Counter sales, shipping, typing, electronic parts exp. desired but not nec. 1350 Howard St. Mr. Rosenberg.

## Help Wanted, Men

**RANCH HANDS**

Rm. & brd. + $250 mo. No prev. exp. nec. Must be sober. No. Calif. cattle ranch. Box H2778.

SALES
### NEED 2 GOOD MEN

WORK LEADS ONLY
Represent nation's leading insurance companies.
NO INS. EXPER. NEEDED
WE TRAIN
### Salary $125 Wk.
OR COMM.
Applications now being taken.
MR. STONE LO 6-1219

SALES
### Marketing & Mgm't Too

Two positions with aggressive life Ins. Co. are available. Leadership potential and initiative most important. Starting salary $600 per mo. + periodic bonuses. No ceiling on ultimate income or position. Individualized career program. Immed. Mgm't if fully qualified. Liberal pension and family benefits. Call 781-1536.

SALES
SIGN ANIMATORS
1—$250 week min. commission
2—Call on businesses
3—2 hours a day
4—New car every year
5—Travel U.S.
6—Stay home in protected area
For personal interview contact Mr. Huffman, Imperial 400 Motel, 222 South Airport Blvd. South San Francisco.

SALES
### GROUND FLOOR

Opportunity for salesmen & sales mgrs. with Solar electronic specialty products in the following counties: San Francisco, Marin, Sonoma, Mendocino & Lake. Hi comm. free training & lots of leads. 479-2025 anytime.

SALES
23-35 years, life insurance sales internship. 3 openings with specialized market training. Min $500 monthly salary. No travel. Complete comp. benefit program. Call 781-1536.

**SALES REPRESENTATIVE**—Truck line Class 1 common carrier general commodities wants rep to sell its services to East Bay. Excl. compensation & benefits. Must be experienced. Write this paper box 24183.

SALESPERSON
INSIDE FLOOR
HEARING AIDS
$450 per month guarantee against excellent percentage on busy floor. Call George Cook.
Delta Hearing Aid Center
101 Powell 781-0420

**SERVICE STATION ATTENDANT**

Full time. Shell, Elm and 14th.

**STOCK CLERK** w/shipping exp. Wonderful future. Starting to $400. Mr. Goodman, 655-6576.

**TREE MAINTENANCE, HELPER.**

Full time. Perm. No exp. nec. Age 18-22. $350 mo. 871-2793.

**TV** Serviceman, outside, color exp. Top salary & fringe benefits. Ace Radio and TV, 315 Broadway, Millbrae. 697-5200.

**TV** technician. Inside/outside. Good opport. right man. Lower Peninsula area. 593-3192.

**WAREHOUSEMAN.** Young, eager, hard worker. Excel. working condition with natl. supply co. Apply in person. 351 Market St.

**WATCHMAN,** bellman, elev. operator. Exp. 425-7933.

# AD LOCATION GUIDE

TO FIND THE GENERAL LOCATION OF THE AD YOU ARE INTERESTED IN USE THIS CHART AND THE FIRST THREE DIGITS OF THE PHONE NUMBER

| PH. | AREA |
|---|---|
| 221 | Bridgeville |
| 222 | Washington |
| 224 | Tarentum |
| 225 | Washington |
| 226 | Tarentum |
| 227 | Pgh. Downtown |
| 228 | Washington |
| 231 | Spring Hill |
| 232 | Pgh. Downtown |
| 233 | Clairton |
| 239 | Bentleyville |
| 241 | Pgh. East End |
| 242 | Pgh. East End |
| 243 | Pgh. East End |
| 244 | Pgh. East End |
| 255 | Pgh. Downtown |
| 256 | Pgh. East End |
| 258 | Monongahela |
| 261 | Pgh. Downtown |
| 262 | Coraopolis |
| 263 | Pgh. Downtown |
| 264 | Coraopolis |
| 266 | Ambridge |
| 271 | Braddock |
| | Braddock Hills |
| 274 | Springdale |
| 276 | Carnegie |
| 279 | Carnegie |
| 281 | Pgh. Downtown |
| 288 | Pgh. Downtown |
| 321 | Pgh. North Side |
| 322 | Pgh. North Side |
| 323 | Pgh. North Side |
| 325 | Export |
| 326 | Farrette City |
| 327 | Export |
| 331 | McKees Rocks |
| | Neville Island |
| 333 | Pgh. Downtown |
| 335 | New Kensington |
| 337 | New Kensington |
| 339 | New Kensington |
| 341 | Banksville |
| 343 | Mt. Lebanon |
| | Brookline |
| 344 | Brookline |
| | Banksville |
| 348 | Finleyville |
| 351 | Swissvale |
| | Rankin |
| 355 | Pgh. Downtown |
| 361 | Morningside |
| | Garfield |
| 362 | Stanton Hts. |
| 363 | Pgh. East End |
| 364 | Perrysville |
| 366 | Perrysville |
| 371 | Wilkinsburg |
| 372 | Monroeville |
| 373 | Monroeville |
| | Turtle Creek |
| 375 | Aliquippa |
| 378 | Aliquippa |
| 379 | Donora |
| 381 | Mt. Washington |
| | Knoxville |
| 384 | Elizabeth |
| 391 | Pgh. Downtown |
| 421 | Squirrel Hill |
| | Greenfield |
| 422 | Pgh. East End |
| 431 | Mt. Oliver |
| 433 | Pgh. Downtown |

| PH. | AREA |
|---|---|
| 434 | Pgh. Downtown |
| 441 | Pgh. East End |
| 446 | Herminie |
| 461 | Munhall |
| 462 | Homestead |
| 466 | McKeesport |
| 468 | Delmont |
| 469 | McKeesport |
| 471 | Pgh. Downtown |
| 481 | Pgh. South Side |
| 483 | Charleroi |
| 486 | Glenshaw |
| 487 | Glenshaw |
| 489 | Charleroi |
| 495 | Beaver |
| | Rochester |
| 521 | Hazelwood |
| | Glenwood |
| 523 | Jeannette |
| 526 | East Brady |
| 527 | Jeannette |

| PH. | AREA |
|---|---|
| 528 | West Middlesex |
| 531 | Brookline |
| | Mt. Lebanon |
| 537 | Latrobe |
| 539 | Latrobe |
| 553 | Pgh. Downtown |
| 561 | Brookline |
| | Beechview |
| 562 | Pgh. Downtown |
| 563 | Dormont |
| | Green Tree |
| 565 | Pgh. Downtown |
| 566 | Pgh. Downtown |
| 621 | Oakland |
| 633 | Pgh. Downtown |

| PH. | AREA |
|---|---|
| 642 | Pgh. Downtown |
| 644 | Pgh. Downtown |
| 653 | Pleasant Hills |
| 655 | Pleasant Hills |
| 661 | East Liberty |
| | Stanton Hts. |
| 664 | McKeesport |
| 672 | McKeesport |
| 673 | McKeesport |
| 678 | McKeesport |
| 681 | Oakland |
| | Shadyside |
| 682 | Bloomfield |
| 683 | Monessen |
| 687 | Bloomfield |
| | Pgh. East End |
| 692 | Derry |
| 693 | Oakdale |
| 694 | Derry |
| 695 | Imperial |

| PH. | AREA |
|---|---|
| 731 | Swissvale |
| | Edgewood |
| 741 | Sewickley |
| 744 | Harrison City |
| 745 | Canonsburg |
| 746 | Canonsburg |
| 751 | McKeesport |
| 761 | Avalon |
| | Emsworth |
| 765 | Pgh. Downtown |
| 766 | Bellevue |
| | Emsworth |
| 767 | Allison Park |
| | Dorseyville |
| 771 | Sheredan Area |
| 774 | Rochester |
| | Beaver |
| 775 | Rochester |
| | Beaver |
| 781 | Etna |
| | Sharpsburg |
| 782 | Aspenwall |
| | Fox Chapel |
| 787 | Carnegie |
| 788 | Carnegie |
| 793 | Penn Hills |
| 795 | Penn Hills |
| 821 | Millvale |
| | Ross & Shaler Twp. |
| 822 | O'Hara Twp. |
| | Sharpsburg |
| 823 | Monroeville |

| PH. | AREA |
|---|---|
| 824 | Monroeville |
| | Turtle Creek |
| 828 | Oakmont |
| 833 | Bethel Park |
| 834 | Greensburg |
| 835 | Bethel Park |
| 836 | Greensburg |
| 837 | Greensburg |
| 843 | Beaver Falls |
| | New Brighton |
| 846 | Beaver Falls |
| | New Brighton |
| 859 | Coraopolis |
| 863 | Irwin |
| 864 | Irwin |
| 869 | Baden |
| 872 | West Newton |
| 881 | Cast'e Shannon |
| | Baldwin |
| 882 | Carrick |
| 884 | Castle Shannon |
| | Brentwood |
| 885 | Whitehall |
| | Brentwood |
| 892 | Pgh. South Hills |
| 921 | Crafton |
| | Ingram |
| 922 | Elliot |
| | Ingram |
| 923 | McKees Rocks |
| | Pgh. East End |
| 926 | McDonald |
| 929 | Belle Vernon |
| 931 | Wellington Hts. |
| | Westview |
| 935 | Wexford |
| 936 | Pgh. Downtown |
| 933 | California |
| 941 | McMurray |
| 961 | Pgh. North Hills |
| 963 | Fox Chapel |
| | Dorseyville |

## Human Resources

Journalism or English teachers.

## Material Resources

Filmstrip: How to Find a Job for Yourself F 44.10
Emphasize and discuss frames 1 to 13.

Film: Finding the Right Job SM 444.27 11 min.
Includes a presentation of job-lead sources; emphasis on one of the crucial stages in obtaining a job; and how to establish a process of weighing offers in terms of your future goals and what the company has to offer.

Walter James Greenlead, Occupations and Careers, McGraw-Hill Book Company, New York, 1965.

Edward Hodnett, So You Want to Go into Industry, Harper and Brothers, Publishers, New York, 1960.

United States Government Organization Manual, National Archives & Record Services, 1967-68.

Department of Public Instruction, Commonwealth of Pennsylvania, The Pennsylvania Manual, 1969.

Department of Public Instruction, Commonwealth of Pennsylvania, School Laws of Pennsylvania, December, 1968.

Roberta Roesch, Money, Jobs, and Futures, Macrae, Smith Co., Philadelphia, 1965.

Joseph J. Famularo, Executive Profile, McGraw-Hill, Inc., New York, 1967.

EMPLOYMENT CERTIFICATION

## EMPLOYMENT CERTIFICATION

Objective: To explain the necessity for employment certification of youth and the procedures for obtaining such certification.

Motivation Activity: Inform class that all persons under 18 must obtain employment certification (commonly called working papers) before starting work.

Note: Exception--17 year old high school graduate does not need certification--he is treated as an 18 year old youth.

Developing Core: Work permits are issued by school officials at the following address:

Pittsburgh Board of Education
341 South Bellefield Avenue (Oakland)
Pittsburgh, Pennsylvania 15213

The procedure below should be used to obtain working papers:

1. Secure the application form shown on page 30.
2. Obtain evidence of age such as birth certificate, passport, baptismal certificate, etc.
3. Have a school official complete Section A.
4. Take the form to the employer to complete Section B.
5. Bring parent or guardian to complete Section C--must be signed with a school official present or a notarized signature can be accepted if a parent can't come to the school.
6. Take the form to the third floor of the Board of Education and present yourself for a physical examination--the physician will complete the Record of Physical Examination on the back of the form--you can use your family physician.
7. Take glasses, if you wear them.

REMEMBER. A NEW CERTIFICATE IS REQUIRED FOR EACH NEW EMPLOYER.

Issuance of certificate may be refused for the following reasons:

1. Age requirement--minor may be too young for a particular job.
2. Hours of employment--excessive and/or within restricted hours.
3. Job may be prohibited by law.

4. The place of employment may be prohibited for minors.
5. Others such as physical defects, unsatisfactory proof of age, lack of parent's consent to employment, incomplete forms.

Other Activities: Have a student who has obtained a work permit explain the procedure to the class.

Discuss complications such as no birth certificate, etc.

**PROMISE OF VACATION EMPLOYMENT (This is NOT an employment certificate)**
**(This record must be kept for inspection in the files of the issuing officer.)**

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Box 911 Harrisburg, Pa. 17126

A. This section to be completed by the issuing officer.

Name of Minor _____ Highest Grade Completed _____

| Date of Birth of Minor | | |
|---|---|---|
| Month | Day | Year |
| | | |

Evidence of age accepted and filed. Evidence shall be required in the order designated. Cross out all but the one accepted.
(a) Birth Certificate.
(b) Baptismal Certificate.
(c) Passport.
(d) Other documentary evidence (other than a school record)
(e) Affidavit of parent or guardian accompanied by physician's statement of opinion as to the age of minor.

Date of Application _____
Vacation Employment Certificate No. _____
Date Issued _____
Date Returned _____
Signature of Issuing Officer _____
Name of School District _____

B. This section to be completed by the prospective employer.

The undersigned expects to employ _____ as _____
Kind of Work (Specify machine, if any)
according to the following schedule of hours:

| | | Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | | Total Hours |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | From | To | From | To | From | To | From | To | From | To | From | To | From | To | Per Week |
| During the School year | A.M. | | | | | | | | | | | | | | | |
| | P.M. | | | | | | | | | | | | | | | |
| During Summer Vacation | A.M. | | | | | | | | | | | | | | | |
| | P.M. | | | | | | | | | | | | | | | |

Name of Firm _____ Telephone Number _____ Street or R. F. D. No. _____ Post Office _____ Zip Code _____

Kind of Industry _____ Signature of Owner, Superintendent or Manager _____

C. This section to be completed by the parent or guardian.

I, the parent or guardian of the above minor, do hereby agree to the issuance of an employment certificate for his employment under the above stipulations.

Parent or Guardian _____ Street or R. F. D. No. _____ Post Office _____ Zip Code _____

Application for the employment certificate must be made in person by the parent, guardian or legal custodian, except for minors who show official proof of graduation from accredited senior high schools.

DEBE-168 (1-70) (Formerly PICA-26)

**RECORD OF PHYSICAL EXAMINATION**

Name _____
Address _____
Age _____ Height _____ Weight _____

| Health Items | Satisfactory (Check) | Unsatisfactory (Specify) |
|---|---|---|
| Eyes | | |
| Vision | | |
| Ears | | |
| Hearing | | |
| Nose | | |
| Throat | | |
| Teeth | | |
| Lungs | | |
| Heart | | |
| Hernia | | |
| Orthopedic | | |
| Nervous System | | |
| Nutrition | | |
| Skin | | |
| Other | | |

Remarks:

I hereby certify that I have examined physically the minor named on this form and that the above is a true record of my examination. I designate below by placing a circle around the proper letter the physical qualifications of the minor for the employment specified in the statement of the prospective employer.

A. Physically qualified.
B. Physically qualified with following limitations: _____
C. Physically qualified for a period of _____ months from date.
D. Not physically qualified until physical defects are corrected.

Signature of Minor _____ Signature of Physician _____

Date of Examination _____ Residence of Physician _____

**RE-EXAMINATION**

| | Satisfactory (Check) | Unsatisfactory (Check) |
|---|---|---|
| Physical defect named above | _____ | _____ |

If unsatisfactory, the issuing official shall rescind the employment certificate.

Signature of Minor _____ Signature of Physician _____

Date of Re-examination _____ Residence of Physician _____

BIRTH CERTIFICATE

# BIRTH CERTIFICATE

Objective: To show how to obtain a copy of a birth certificate if the original is lost.

Motivation Activity: Inform class that proof of age is always necessary for employment certification.

Developing Core: If the student was born in Pittsburgh, they can obtain a copy of their birth certificate by going (in person) to the following location.

Birth and Death Records
5th Floor -- State Office Building
300 Liberty Avenue
Pittsburgh, Pennsylvania 15222

Telephone 565-5113 for information.

A $2.00 fee is charged for a duplicate birth certificate.

---

Other students can obtain a copy of their birth certificate by using the application form shown on page 33. The forms are available at the State Office Building listed above. This application can be mailed to Harrisburg anytime and a copy will be sent to the student.

A $2.00 fee must be enclosed for the duplicate.

---

See Location of Birth and Death Records on page 34 for additional information on obtaining birth certificates.

Other Activities: Have a student who has obtained a copy of a birth certificate explain the procedure to the class.

Discuss the importance of keeping your birth certificate and other vital information in a safe place for future use.

REV. 5/70

DEPARTMENT OF HEALTH
VITAL STATISTICS

33

# APPLICATION FOR A CERTIFIED COPY OF A BIRTH OR DEATH RECORD

*This is a receipt for the total amount we received from you. Except for any refund we have made – this amount may be credited to any future application IF you return this form when you re-apply.*

INDICATE NUMBER OF COPIES IN APPROPRIATE BLOCK — ☐ BIRTH ☐ DEATH ☐ WALLET SIZE BIRTH CARD

NAME OF SUBJECT (FIRST, MIDDLE, LAST)

DATE OF BIRTH OR DEATH (MONTH, DAY, YEAR)

PLACE OF BIRTH OR DEATH (CITY, BOROUGH OR TOWNSHIP) (COUNTY)

FATHER'S NAME (FIRST, MIDDLE, LAST)

MOTHER'S MAIDEN NAME (FIRST, MIDDLE, LAST)

PURPOSE DESIRED

SIGNATURE OF APPLICANT

ADDRESS OF APPLICANT

*OFFICE USE ONLY*

FILE NUMBER

INDEXED BY

SEARCHED BY

CERTIFIED NUMBER

REFUND CHECK NUMBER

AMOUNT

INSTRUCTIONS ON REVERSE SIDE FOR VETERAN'S FREE COPIES

**DO NOT REMOVE THIS STUB**

**IMPORTANT INSTRUCTIONS**

Please complete all of the above items.

The fee for each certification is two dollars ($2.00). Check or Money Order should be made payable to: VITAL STATISTICS. PLEASE DO NOT SEND CASH.

The fee for a Wallet Card is one dollar ($1.00). A Wallet Card is not usually acceptable for a passport.

Print Or Type Your Name And Address In The Space Below.
This Will Be Used To Mail The Certified Copy To You.

NAME

STREET

CITY, STATE, ZIP CODE

MAIL COMPLETED APPLICATION TO:

Department of Health
Division of Vital Statistics
P. O. Box 90
Harrisburg, Pennsylvania 17120

## REQUIREMENTS FOR FREE COPIES

1. Free Copies Will Be Issued Only For Veterans, Veterans' Wives And Their Minor Children. *(Wallet Cards are not issued free.)*
2. The Rank, Organization, Serial Number And Mailing Address Of The Veteran Or His Dependent Must Be Supplied.
3. Free Copies Will Be Mailed Only To The Address Of The Veteran Or The Veteran's Dependent.

*THIS PORTION TO BE FILLED OUT BY VETERAN OR VETERAN'S DEPENDENT ONLY*

Veteran's Name _____

Serial Number _____

Rank And Organization _____

Signature Of Veteran Or Of Dependent _____

Relationship Of Dependent _____

Mailing Address Of Veteran Or Dependent _____

## LOCATION OF BIRTH AND DEATH RECORDS

| PLACE OF OCCURRENCE | YEAR | INFORMATION AVAILABLE AT | PHONE NUMBER |
|---|---|---|---|
| PITTSBURGH (32 Wards Only) | Jan. 1, 1906 to date | Vital Statistics<br>512 State Office Bldg.<br>300 Liberty Avenue<br>Pittsburgh, Pa. 15222 | 565-5113/5114 |
| STATE OF PENNSYLVANIA<br>(Including Pittsburgh)<br>Wallet Size Birth and<br>Free Veterans' Copies | Jan. 1, 1906 to date | Division of Vital Statistics<br>P. O. Box 90<br>Harrisburg, Pa. 17120 | Area Code 717<br>787-2334 |
| PITTSBURGH )<br>ALLEGHENY CITY)<br>(North Side) ) | Prior to 1906 | Division of Biostatistics<br>637 City-County Building<br>Pittsburgh, Pa. 15219 | 355-4020 |
| ALLEGHENY COUNTY<br>(Excluding the Above) | Prior to 1906 | Register of Wills<br>1st Floor-City County Bldg.<br>Pittsburgh, Pa. 15219 | 355-4193 |
| ALL OTHER COUNTIES<br>IN PENNSYLVANIA | Prior to Jan. 1,<br>1906 | Orphans' Court<br>In County Where Event<br>Occurred | |

SOCIAL SECURITY NUMBER

## SOCIAL SECURITY NUMBER

Objective: To explain the necessity for a social security number and the procedures for obtaining a social security card.

Motivation Activity: Inform students that everyone who works must have a social security number. You must have a number before your employer can pay you.

Developing Core: To get a social security number, you must get an application form (sample shown below), complete it, and return it to the nearest Social Security Office. Be sure to fill in all the spaces on your application form--be sure to print the information. The Pittsburgh offices are at the following addresses:

Downtown District Office
915 Penn Avenue

Hill Office
2111 Centre Avenue

East Liberty District Office
6117 Penn Circle North

**APPLICATION FOR SOCIAL SECURITY AND TAX ACCOUNT NUMBER**
**(Or Replacement of Lost Card)**

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

**Print in Black or Dark Blue Ink or Use Typewriter.**

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS — (First Name) (Middle Name or Initial—if none, draw line ——) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 DATE OF BIRTH (Month) (Day) (Year)

4 PLACE OF BIRTH (City) (County) (State)

5 AGE ON LAST BIRTHDAY

6 SEX: MALE ☐ FEMALE ☐

7 COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

8 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

9 FATHER'S FULL NAME (Regardless of whether living or dead)

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? YES ☐ NO ☐ DON'T KNOW ☐ — IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN (State) (Date)

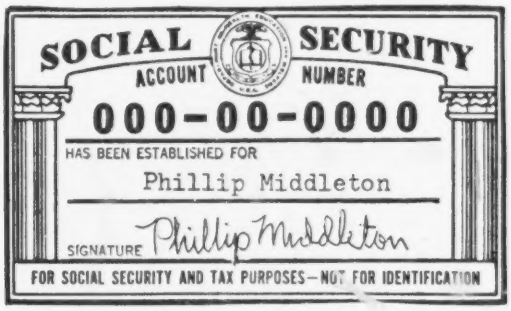
PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT (Account Number)

11 YOUR MAILING ADDRESS (Number and Street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME AS YOU USUALLY WRITE IT. (Have you completed all 13 items?)

After you have returned your completed form to the office, they will send you a small card with your social security number on it. This will be yours the rest of your life. No one else will have the same number. Keep your card in a safe place. Write the number on a slip of paper and keep it in your wallet. If you lose your card, do not apply for a new number. Apply for a new card that retains your old number.




When you give your new employer your social security number, he will be able to take social security taxes out of your pay. This will amount to a few pennies out of every dollar you earn. The employer gives an equal amount of money and sends it all to the Social Security Administration Office. The social security tax you and your employer pay is like a savings account at a bank. If you no longer work full time when you are 65 years old, you will get a social security check each month until your death. This makes certain you have a retirement income. In addition, after a prescribed period of coverage, Social Security will pay you an income if you should happen to become totally and permanently disabled.

Other Activities:

Have a student report on the history of social security.

Invite a social security representative to explain the rationale for and the benefits of social security.

Obtain application forms and help students apply for social security numbers.

## Human Resources

## Material Resources

Film: Sam'l and Social Security SM2 589.6 14 min.
Shows through animation some of the latest features added to the Social Security Law.

APPLICATION FORM

## APPLICATION FORM

Objective: To analyze data most commonly requested on employment applications and to develop competency in completing sample applications.

Motivation Activity: As a pretest, obtain sample application blanks and have each student complete one--at the end of the lesson, have each student again complete a blank. Have the student compare the two blanks.

Developing Core: The application forms used by most companies may differ but most are designed to provide the employer with a complete background of your history, training, and other personal information. Most employers will want you to print the information you fill in on an application blank.

After you fill in an application form, check to see if you completed all items. Check your printing to be sure it is neat and easy to read. Check the information to be sure it is correct. Check your spelling. Use the words "none," "non-applicable," etc. in areas rather than leave questions unanswered.

Make sure you understand the questions. Ask someone if there is something you don't understand. Take your "personal data sheet" with you to assist you with completion of the application.

Most applications include the following items:

1. Name.
2. Address.
3. Telephone number.
4. Social security number.
5. Previous experience (name of company, supervisor, dates of employment).
6. Education (schools attended and dates).
7. Type of employment desired.
8. Age--date of birth.
9. Personal references.

Applications may include Hobbies, Further Educational Plans, Armed Forces Experience or Status, Relatives in Company, Home Ownership, Occupation of Parents, Reasons for Applying, Hair and Eye Coloring, Sex, Health Record, and Financial Obligations.

Questions regarding arrest refer to adult arrest and do not include juvenile offenses. Be aware that misrepresentation on an application form is cause for dismissal in most companies.

Other Activities: Show several sample application forms on the overhead projector--fill one in.

Duplicate the application blank (pages 42 and 43) for the students to practice on.

NOTE: This is very <u>important.</u> It should be covered thoroughly. Businessmen have repeatedly called attention to the unsatisfactory manner in which student job seekers and graduates fill in their application forms.

UNION CHEMICAL COMPANY

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

## APPLICATION FOR EMPLOYMENT

*PLEASE PRINT*

Date_____

Name_____
FIRST MIDDLE LAST

Address_____
NUMBER STREET CITY STATE

Phone_____ Social Security No._____ Draft Status_____

Have you ever been employed by us before? ☐ Yes ☐ No (Check One)

Male ☐ or Female ☐ (Check One) Age_____ Height_____ Weight_____

| Date of Birth | | | Place of Birth | |
|---|---|---|---|---|
| Month | Day | Year | City | State |
| | | | | |

Work Permit Number (if under 18)_____

Married? ☐ Yes ☐ No (Check One) No. of Children_____ Other Dependents_____

Citizen? ☐ Yes ☐ No (Check One)

Father's Name_____

Is he living? ☐ Yes ☐ No (Check One)

Mother's Name_____

Is she living? ☐ Yes ☐ No (Check One)

## EDUCATION:

Elementary School_____ From_____ to_____

Junior High School_____ From_____ to_____

Senior High School_____ From_____ to_____

Vocational School_____ From_____ to_____

Other Training_____ From_____ to_____

## PREVIOUS WORK EXPERIENCE:

*List your previous jobs in order of last job first.*

| | Company | Address | Kind of Work |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

## REFERENCES:

*Do not list relatives.*

| | Name | Address | Occupation |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

_____

*Applicant's Signature*

## Human Resources

## Material Resources

Possible filmstrip: JOP APPLICATION, available through the Pennsylvania State Employment Service.

LETTER OF APPLICATION

## LETTER OF APPLICATION

Objective: To demonstrate the ability to make written application for employment by writing letters of application.

Motivation Activity: Ask students to obtain employment advertisements that ask for a written inquiry--have some available for students who can't locate any. Explore with the class information that needs to be included on a letter of application. Provide each student with a duplicate copy of the enclosed letter form on page 47.

Developing Core: A letter of application is written to ask for an interview. It is usually sent to the personnel manager. The letter should include the following:

1. The job you wish to be interviewed for--include this in the first paragraph.
2. Give your age, education, and experience--usually the second paragraph.
3. If you have never had a job, indicate this--but say that you will try to be a good worker.
4. Ask for an appointment for an interview--in the last paragraph.

The principal characteristics of a good letter are:

1. Write clearly in ink or a typewriter.
2. Be brief and businesslike.
3. Use standard-size white paper.
4. Spell all words correctly.
5. Be courteous.

Other Activities: Have each student write a letter of application to inquire about the employment advertisement they obtained.

Use overhead projector or dittoed copies of the form (page 47) so that students can construct a proper letter.

Explain folding letters for long and short envelopes and show how to address envelope--explain necessity of correct addresses and zip codes.

Write a letter to an employer asking for a job that interests you.

_____
(Your street address)

_____
(Your city and state)

_____
(Today's date)

_____
(Person's name or his job with the company)

_____
(Name of company)

_____
(Street address)

_____
(City and state)

Dear Mr. _____:

_____

_____

_____

_____

_____

_____

Sincerely,

_____
(Sign your name here.)

_____
(Print your name here.)

## Human Resources

High school English teacher.

## Material Resources

Film: Who Wrote That? SM 2 415.14 14 min.
Deals with the five important principles of good business letter writing.

Film: Writing Better Business Letters SM 422.4 10 min.
Emphasizes the three principal characteristics of a good business letter: clarity, brevity, and courtesy.

# TESTING

# TESTING

Objective: To analyze the kinds of tests commonly used by employers, to understand the purposes of employment testing, and to provide some practice in areas covered in tests for beginning jobs.

Motivation Activity: Inform the class that you are an employer and you are looking for a person who is very strong and can lift over 100 pounds. Ask if they can determine this by looking at a person. If not, how would they test him or her so they could be sure the person they hired was able to do the job. Let the class develop tests for other kinds of work experiences such as the need for a person to type fast, etc.

Developing Core: Employment tests are given to determine proper job placement, to measure the probability of success, and to predict leadership qualities for possibility of future promotion.

The types of employment tests are:

1. GENERAL KNOWLEDGE--math, measures, reading, spelling, vocabulary, and English usage.
2. APTITUDE AND ABILITY (most widely used)--terms, numbers, perception, judgment, precision, fluency, memory, parts, blocks, dimension, dexterity, and motor.
3. INTEREST AND ATTITUDE INCLUDING OCCUPATIONAL INVENTORY--interests, activities, experiences, outdoor, managerial, social service, verbal, operative, skilled mechanical, clerical, artistic, numerical, and persuasive. (There are no right or wrong answers on these tests.)
4. PERSONALITY INVENTORY--aggressiveness/initiative, sociability, emotional adjustment (stability), social adaptability, intelligent behavior/analytical thinking, reflectiveness (thoughtfulness).

The following are suggestions for students to prepare for an employment test:

1. Get sufficient sleep the night before.
2. Avoid rushing in the morning.
3. Eat a good breakfast.
4. Keep your mind clear (try to forget personal problems).
5. Know where to go for test and be on time.
6. Have all necessary items, such as pencil, tools, etc.

The following are recommendations for students taking employment tests:

1. Listen to all directions.
2. Ask questions if something isn't clear.
3. Survey the test to determine overall content.
4. Read and reread directions carefully.
5. Work at a steady pace that will allow accuracy.
6. Write answers clearly and do neat work.
7. Raise your hand for assistance, if you are permitted to do this.

Emphasize the following to the students:

1. IF IT IS A TIMED TEST, SKIP THE ANSWERS AND PROBLEMS YOU DO NOT KNOW--RETURN TO THEM LATER IF TIME PERMITS.
2. MANY TESTS ONLY REQUIRE YOUR OPINION SO ANSWER THE QUESTIONS THE BEST YOU CAN--BE VERY HONEST BECAUSE MANY TESTS REPEAT QUESTIONS IN MANY WAYS TO CHECK THIS.
3. IN TODAY'S JOB MARKET, MANY EMPLOYERS DO NOT RELY ON TESTING AS THEY DID IN THE PAST--DO THE BEST YOU CAN AND REMEMBER THE PERSONAL INTERVIEW AND OTHER FACTORS WILL BE CONSIDERED BY THE EMPLOYER ALSO.

Other Activities:

Have students complete at least one pre-employment standardized test or company test--if this is impossible, illustrate examples from standardized tests using the overhead projector. SEE APPENDIX III FOR EXAMPLES. (The examples are not exact questions taken from standardized tests.)

Arrange for some students to be tested through the Pennsylvania State Employment Service--arrange for a representative to come to the class to tell of his service.

## Human Resources

School counselors.

## Material Resources

Filmstrip: Successful Student--Skills for Today and Tomorrow, Part I, How to Take a Test F43.2 43 fr.

Book: Kenneth R. Adler, Pathway to Your Future, Bellman Publishing Company, Cambridge, 1964.

Book: Joseph J. Famularo and Phillip S. Atkinson, Executive Profile, McGraw-Hill Publishing Company, New York, 1967, pp. 339-353.

Book: W. George Crouch and Robert L. Zetter, A Guide to Technical Writing, 3rd ed., Ronald Press Company, New York, Chapter III, pp. 85-101.

Book: Edward C. Gruber, Resumes That Get Jobs, Arco Publishing Company, Inc., New York, 1964.

Pamphlet: Commonwealth of Pennsylvania, Department of Labor and Industry, Bureau of Employment Security, "Doing Your Best on Aptitude Tests," 1968, #ES-2253.

Pamphlet: Dorothy Y. Sable, "How to Get a Job and Keep It Stick," Vaughn Company, Texas, 1969, pp. 24-36.

# THE JOB INTERVIEW

## THE JOB INTERVIEW

Objective: To stress the purpose of the job interview and to develop proper attitudes and behavior before and during the interview.

Motivation Activity: The teacher should assume the role of the employer in order to illustrate questions, etc. that will be part of an interview. Thereafter, a student should play the role of the employer and the teacher the applicant. To illustrate improper applicant behavior, the teacher may wish to wear an old hat for the interview or mouth a toothpick, slouch in his chair, etc. This may evoke laughter; however, it will drive home the point you wish to make.

Developing Core: Getting a job you have applied for often depends on how you look and act during the personal interview--this interview usually follows the completion of the application--the following information should be discussed with the class:

1. First impressions are created by your appearance.
2. DO NOT OVER-DRESS--clothing should be neat and conservative--see APPEARANCE unit that follows.
3. Shoes should be polished and in good repair.
4. Hair, nails, ears, and neck should be well groomed.
5. Adequate use of deodorants is suggested since tenseness may cause unusual perspiring.
6. Second impressions are formed by how well you are prepared.
7. ARRIVE ON TIME--avoid rushing.
8. Do not smoke, chew gum, eat candy, or use a toothpick.
9. Be poised, relaxed, and SMILE.
10. Know something about the company.
11. GO ALONE--do not take a friend.
12. Have a pen or pencil with you.
13. Be courteous.
14. Use good English and answer questions in full--see ORAL COMMUNICATIONS unit that follows.
15. Be ready to discuss salary.
16. If a hand is extended to you, respond with a firm handshake.
17. Bring important information (personal data sheet).
18. Be prepared to answer a few personal questions.
19. Be HONEST, show INTEREST, point out your ASSETS.
20. Ask questions.

21. Thank the interviewer and receptionist.
22. Be a part of the conversation--avoid simple Yes/No answers except where they are appropriate.
23. If the employer seems interested in you, ask for an employees' handbook just before you leave.
24. You may be interviewed by more than one person. You may be invited to continue your talk at lunch (usually paid for by the employer).
25. If you are told, "We will be in touch with you," accept that--it may be true! However, don't stop looking until an employer says, "You're hired!"
26. Allow the interviewer to end the interview. Also, allow him to lead the conversation.
27. Avoid discussing your "personal problems."
28. Remember you are there to politely convince the employer that you can be of value to him.
29. When asked what kind of job you want, never say, "I'll do anything." This is your personal decision--don't ask the employer to make it for you.
30. Be prepared to answer the question, "Why do you want to work for this company?"

Other Activities:

Arrange some mock interviews using the students in the class--emphasize one or two of the above points by giving the players selected questions and answers if necessary--the applicant should be ready for surprise questions as:

1. What can I do for you?
2. What can you tell me about yourself?
3. Why do you wish to work for the company?
4. What do you plan ten years from now?
5. What do you like best in school?
6. How was your attendance?

The job seeker may ask the interviewer the following questions:

1. What are the hours?
2. What is the salary?
3. Are there fringe benefits?
4. Do you have on-the-job training?
5. What about promotion?

All interviews, including the real ones, should be followed by self-evaluation--the students should ask themselves the following questions:

1. How did I answer the questions?
2. Did I exhibit good manners?
3. What questions should I have asked?
4. What could I have said/done that would have made me more effective?

Invite a personnel director from industry to speak to the group--perhaps he or she will participate in the mock interviews.

Have the students prepare a checklist such as the one on page 57 to be used before appearing for the interview.

JOB INTERVIEW CHECKLIST

1. Do I have all the information and papers I will need for a job interview?

   _____ Social Security Card

   _____ Working papers

   _____ Proof of age (birth certificate)

   _____ Licenses

   _____ Military record

   _____ School record

   _____ Union card

   _____ Names and addresses of references

   _____ Names of former employers, dates of employment

2. Do I know something about the company?

3. Do I have a good reason for wanting to work for this company?

4. Am I aware of the opportunities for advancement in this company?

5. Am I familiar with the salary scale for a job such as that for which I am applying?

6. Are there any working conditions which would make me unhappy on this kind of job? (Example: Am I willing to work a swing shift?)

7. Am I willing to tolerate these conditions in order to gain experience?

8. What alternatives do I have if I am offered this job? What procedure should I follow if I am not offered the job or if I decide I do not want this job?

9. What is my immediate goal?

10. What is my long-range goal?

## Human Resources

Home Economics teacher.

## Material Resources

Filmstrip: Occupation Education (Male), The Job Interview F44.5 31 fr.

Filmstrip: How to Get a Job and Keep It, frames 23 to 30, F44.10

Filmstrip: Manners Make a Difference: Do's and Don'ts in Good Manners, Why Have Good Manners F45.7

Filmstrip: Your Posture, Good or Bad F49.13

Film: By Juniper SC-501 27 min. (University of Pittsburgh D.E. film library, phone 621-3500, ext. 510) Improving the attitude of man toward man.

Booklet: "Merchandising Your Job Talents," United States Department of Labor, W. Willard Wirtz, Secretary, Manpower Administration.

Booklet: "Making the Most of Your Job Interview," New York Life Insurance Company.

Booklet: "How to Find and Apply for a Job," Helen J. Keily and R. G. Walters, South-Western Publishing Co., Cincinnati, 1960.

Booklet: "The Job You Want," Margaret E. Andrews, Gregg Division, McGraw-Hill Book Co., New York, 1968.

Booklet: "How to Prepare Yourself for Job Interviews," Pennsylvania State Employment Service.

Booklet: "How to Get and Hold the Right Job," Pennsylvania State Employment Service.

Copies of the Job Interview Checklist have great value and enough copies should be made available to each student being given this lesson could fill out such a list for his own personal records.

APPEARANCE

# APPEARANCE

**Objective:** To instill the desire toward good grooming and proper attire for employment.

**Motivation Activity:** Since dress and grooming are independence symbols among young people, this topic should be handled carefully. DO NOT inform the group about the best way to dress--try to get them to determine this themselves. You may wish to use one of the following activities to accomplish this.

Conduct a "rap session" on dress in today's society. Talk about party clothes, school clothes, work clothes, etc. Let the students explore what they should wear and when they should wear it.

Have several students relate some of our recent TV commercials dealing with good or poor grooming. Have them investigate some of the products to determine if they work or not. Have group come to some conclusions on which work and what is really necessary for good grooming.

List two columns on the chalkboard regarding acceptable dress for young people and acceptable dress for adults. Talk about who does the hiring and firing in the work community. Inform the group that a sports team must wear acceptable dress for the occasion. The interview requires a certain kind of clothing; the job usually requires another kind. Show that it is important to be neat and clean no matter what clothing you wear.

Have the group hold a contest for the best dressed boy and girl. Have the students vote using a rating sheet listing the items below. Provide a reward such as tickets to a movie, etc.

**Developing Core:** Check your dress and grooming carefully for the following:

1. Hair--clean and trimmed.
2. Face--clean and shaven.
3. Teeth--brushed with no unpleasant breath.
4. Hands--clean with trimmed nails.
5. Body--bath and deodorant.
6. Outfit--conservative, clean, pressed.
7. Socks--clean, no holes, not white.
8. Shoes--shined, not badly worn.
9. Posture--stand tall and straight, no hands in pockets.

## Human Resources

Home Economics teacher.

Health teacher.

Physical education teacher.

## Material Resources

Virginia Bailard and Ruth Straus (137 B15a) Ways to Improve Your Personality, McGraw-Hill Book Company.

E. G. MacGibbon (174 M16a2) Fitting Yourself for Business, McGraw-Hill Book Company.

E.G. MacGibbon (395 M16a) Manners in Business, The MacMillan Company.

Allen R. Russon (174 R92) Business Behavior, South-Western Publishing Company.

Carolyn Hasner Shaw (395 S534) Modern Manners, E. P. Dutton & Company, Inc.

P. Stratton (395 S91a) Your Best Foot Forward, McGraw-Hill Book Company.

Joseph Famularo and Phillip S. Atkinson (174 F215) Executive Profile, McGraw-Hill, Inc.

Ruth Tollman (G619.49 M68) Guide to Beauty--Charm--Poise, Milady Publishing Corporation.

Film: Hair Care SM2449.34

Film: How to be Well Groomed SM449.30

Film: Improving Your Posture SM449.19

Film: Personal Health for Girls SM449.26

Film: Personal Hygiene for Boys SM449.27

Film: Posture and Exercise SM449.11

Film: Your Cleanliness SM449.28

Film: By Juniper SC-501 27 min. (University of Pittsburgh D.E. film library, phone 621-3500, ext. 510) Improving the attitude of man toward man.

Filmstrip: Grooming for Girls Series 6 filmstrips F49.6 - F49.14

Filmstrip: Your Posture, Good or Bad F49.13

Filmstrip: Manners Make a Difference: Do's and Don'ts in Good Manners, Why Have Good Manners F45.7

Filmstrip: Health Series F49.1 - F49.5

# ORAL COMMUNICATION

# ORAL COMMUNICATION

Objective: To develop an understanding of the importance of improving oral communication in telephone usage, interviews, and other job-related situations.

Caution: Since slang, obscenity, and boisterousness have become habitual with many young people, this topic should be handled carefully. DO NOT inform the group about the best way to talk and act--try to get them to determine this themselves.

Motivation Activity: List two columns on the chalkboard labeled acceptable slang and unacceptable slang. Talk about the interview and job-related situations. Ask each student to list words or phrases in one of the two columns. Allow the class to determine which, if any, would be appropriate in different situations. Try to get them to understand the importance of using the correct language when the situation requires it. Inform them that their job could be the penalty for using improper language.

Developing Core: Good oral expression is important for many reasons. Some are as follows:

1. Helps convey your ideas, your attitudes, and needs.
2. Adds to your self-confidence and poise.
3. Helps eliminate quarrels and misunderstandings.
4. Allows you to show displeasure in an appropriate manner.
5. Shows respect for fellow employees and superiors.

It is often necessary to use job-related oral expression when --answering help wanted ads by telephone, talking at job interviews, asking questions relating to performance on the job, conversing with supervisors and fellow employees, speaking to customers or clients, sharing work information with employees, using the telephone, conveying messages and instructions, etc.

Use titles and last names (Miss Jones, Mr. Bennett) until you are better acquainted with fellow employees and supervisors. It is wise to use titles and last names with superiors until they ask you to use their first names.

Facial expressions can communicate warmth and friendliness just as much as the spoken word. Remember to:

1. LOOK AT THE PERSON TO WHOM YOU ARE SPEAKING.
2. SMILE -- RELAX.
3. BE EASY-GOING AND PUT OTHERS AT EASE.

Act and speak as though you wish to be a part of the company, not apart from it. Use "hello," "good morning," "good afternoon," and "goodbye" when appropriate. Apologize when you find you are wrong. Always listen carefully.

Always communicate information concerning absence or lateness. Inform your supervisor or employer as far in advance as possible. Do this yourself. Speak to someone that knows you. Do not leave a message with a fellow employee. Indicate when you expect to return to work. Call again if this changes. Explain the reason for your absence or lateness. REMEMBER, IF YOU ALWAYS TELL THE TRUTH, YOU WILL NOT NEED TO MEMORIZE WHAT YOU SAY.

It is difficult to speak well when you are emotionally upset. Wait until you are calm and can collect your thoughts. Do not insult those with whom you disagree. YOU MAY WIN THE BATTLE, BUT LOSE THE WAR. Do not be afraid to admit to mistakes--all new employees make them. Learn from your mistakes.

When using the telephone, the following suggestions should help you communicate effectively.

1. Speak clearly (no gum, smoking, etc.).
2. Have pencil and pad for messages.
3. Speak slow and directly into mouthpiece.
4. Develop a listening ear and concentrate on what is being said by the caller.
5. Give accurate information. Obtain accurate information.
6. Write the name and number of callers.

It is important to be aware of the existence of standard and non-standard speech forms. It is important to understand that both forms can be used as an effective mode of communication. It is equally important to be prepared to use standard forms of speech at the appropriate time.

Other Activities:

Have students give short extemporaneous talks on such subjects as explaining tardiness, asking to be excused from school, telling what he did on the job, making an introduction, etc. Tape talks and play back. Have the students identify and correct grammatical errors, slang, and other errors.

Have students list and discuss uses for the telephone in business and industry. Allow students to role play answering a business phone, taking messages, etc.

Play "GOSSIP"--Teacher whispers phrase to first student who whispers what he heard to second student who whispers what he heard to third student, etc. Last student who receives message reports what he heard. Discuss the importance of speaking distinctly and listening attentively.

Discuss which jobs require good oral expression. Also, which jobs require little oral expression. List some of these.

Use "Teletraining" equipment (available from Bell Telephone Co.) for role playing situations in use of the telephone.

## Human Resources

English and Speech teachers.

Home Economics teacher.

## Material Resources

Filmstrip: Why Study Grammar F31.19.

Film: A Manner of Speaking SM3 415.12 28 min.
A dramatization about a businessman, the failure of whose car causes the postponement of a meeting scheduled with one of the firm's best customers. Shows how a series of badly handled telephone calls by the businessman and his staff result in the cancellation of the contract. (Also available from Bell Telephone.)

Film: Speech: Effective Listening SM2 425.17 15 min.
Demonstrates the importance of effective listening in the communication process. Points out the obstacles to effective listening and suggests ways for the listener to become aware of these obstacles and to remedy them.

Film: Improving Your Pronunciation SM 425.2 10 min.
Improvement of these basic rules: Pronounce every syllable. Pronounce each sound correctly. Use accepted pronunciations. Use natural pronunciation.

Film: Listen Please SM-1A1, University of Pittsburgh, D.E. Library. 11 min.
Stresses the importance of listening to the other person. Presents a variety of situations in every day as well as on-the-job supervision.

Film: Thanks for Listening 30 min. Call Bell Telephone Business Office to obtain film. Illustrate value of good telephone habits.

Film: The Voice of Your Business 12 min. Call Bell Telephone Business Office to obtain film. Simple rules of good telephone usage.

TRANSPORTATION--PITTSBURGH

## TRANSPORTATION--PITTSBURGH

Objective: To learn how to obtain travel information and to follow travel instructions.

Motivation Activity: Discuss the traffic situation in the city of Pittsburgh. Discuss the types of public transportation available in the city. Most should agree the bus is used most often. INFORM STUDENTS THAT EVERYONE MUST HAVE A RELIABLE WAY TO TRAVEL TO AND FROM THEIR JOB.

Developing Core: The PORT AUTHORITY OF ALLEGHENY COUNTY (PAT) is responsible for street car and bus transportation in the city.

1. For Transit Division information and lost articles, telephone 391-5255.
2. For copy of booklet, TRANSIT GUIDE TO GOLDEN TRIANGLE, telephone 471-7450 and ask for public information or public relations. Booklet will be available after March, 1972.
3. For schedules, go to PAT Office, first floor, 121 Seventh Street, Pittsburgh.

To obtain free street maps of Pittsburgh, contact your local automobile service station. Major oil companies will also furnish these upon request.

For the location of schools and how to reach them, see the BUS AND STRFET CAR DIRECTORY of the Pittsburgh City Schools located in Appendix IV.

Other Activities: Invite a speaker from PAT to inform the class on travel throughout the city. Write to one of the following people for a speaker.

Michael J. Scanlon, Rapid Transit Dept.
Telephone number--566-2410.

or

Edward Jensen, Manager Public Relations
PAT Office
121 Seventh Street
Pittsburgh, Pa.

ON-THE-JOB SUCCESS

## ON-THE-JOB SUCCESS

Objective: To list, define, and develop an appreciation of those personal and job-related factors which contribute to job retention.

Motivation Activity: Have students explore the qualities they look for when choosing a friend. They may write these on a sheet of paper, exchange them and then each student can read aloud the one he received from his classmate. The teacher should then relate the similarities between employer/employee and two friends. Also, note the differences.

Developing Core: Ten important traits are necessary to have success on a job--they are:

1. GO TO WORK EVERY DAY.
2. ALWAYS BE ON TIME.
3. BE WILLING TO WORK HARD.
4. DO NOT BE DISHONEST OR CHEAT.
5. DO NOT BE CARELESS.
6. USE GOOD MANNERS.
7. BE WILLING TO LEARN.
8. DO NOT GOSSIP OR BE A TROUBLEMAKER.
9. KEEP YOURSELF NEAT AND CLEAN.
10. FOLLOW THE RULES OF THE COMPANY.

If you have these ten traits, you will be a good worker. It is unlikely you will ever be fired; you may get promoted to a better job with higher pay. Keeping a job and getting promoted should be very important to you since a job, for most people, is an integral part of adult life.

Other Activities: GO TO WORK EVERY DAY--explore the statement, "A friend is one who is always there when you need him." An employer needs the worker and expects him to be there. Place the student in the place of the employer and ask what he would do if someone does not show for the job everyday. Show the students how to report off when they are sick and inform them of the necessity of knowing how to contact their employer if they must report off. See page 73 for ABSENCE REPORT.

ALWAYS BE ON TIME--No one likes to wait for anybody--explore the phrase, "Time is money," and relate the cost to an employer if an employee is always late. Inform the student that they should call the employer as early as possible if they are going to be late.

BE WILLING TO WORK HARD--invite an alumnus who has achieved job success and promotion as a result of hard work--have him conduct a "rap session" with the group concerning the following: doing what you are told, the value of asking questions, how to handle unfair requests by the employer, how to stay happy with your job, etc. Discuss "unwillingness to do a little extra on your own."

DO NOT BE DISHONEST OR CHEAT--discuss how cheating may really be "cheating yourself" and dishonesty imposes the burden of remembering everything you have lied about so as not to be "caught."

DO NOT BE CARELESS--divide the word into two parts--care and less--ask the group to define each work--"A friend is one who cares," and less means not enough--not enough on a job usually means dismissal.

USE GOOD MANNERS--choose one of the following filmstrips on manners. See page 61.

MANNERS MAKE A DIFFERENCE
WHY HAVE GOOD MANNERS?

BE WILLING TO LEARN--discuss the statement, "The more you learn, the more you earn." Show how this can mean job advancement. Invite a person who has learned while on a job to present their story to the group. Discuss the inevitability of making mistakes and that one should learn from them.

DO NOT GOSSIP OR BE A TROUBLEMAKER--play a game with the class or a small group as follows:

> Write a short statement on a sheet of paper and tell it to the first person in secret--he whispers it to the next person, etc. Have the last person tell what he heard. Read the statement to the class.

The difference in the stories should show the group how harmful rumors and gossip can be. Discuss why the employer needs harmony among his employees and why troublemakers are fired.

KEEP YOURSELF NEAT AND CLEAN--have a dress up day and ask each student to grade himself on his dress--invite the home economics teacher into the class to speak about being neat and clean--explain wearing the right type of clothing for the right job and how they still can be neat and clean.

FOLLOW THE RULES OF THE COMPANY--explore a society that has no rules to show the students how necessary rules are for humans--have the students form a group with no rules and see if any become necessary--show how this relates to the employer and his company. Page 74 shows the rules of a local company that are given to each beginning employee. Discuss these rules.

NOTE: YOU MAY WISH TO DISCUSS THE "PROBLEMS ON THE JOB" SHEET on page 75.

ABSENCE ANALYSIS REPORT

STUDENT _____ DATE _____

ABSENT _____ DAYS SINCE THE BEGINNING OF THE SCHOOL YEAR

ALL ABSENCES AFTER THE ABOVE DATE SHOULD BE RECORDED BELOW

| | Enter Date of Absence at Top of Columns and Place a Checkmark Next to Appropriate Cause of Absence | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Cause | | | | | | | | | | | Total |
| 1. Personal Illness | | | | | | | | | | | |
| 2. Illness in family | | | | | | | | | | | |
| 3. Care of younger members of family | | | | | | | | | | | |
| 4. Awoke late | | | | | | | | | | | |
| 5. Transportation difficulty | | | | | | | | | | | |
| 6. Death in family | | | | | | | | | | | |
| 7. Traveling with family | | | | | | | | | | | |
| 8. Physically tired | | | | | | | | | | | |
| 9. Depressed feeling | | | | | | | | | | | |
| 10. Doctor's appointment | | | | | | | | | | | |
| 11. Lack of suitable clothing | | | | | | | | | | | |
| 12. Personal or family chore | | | | | | | | | | | |
| Other Causes | | | | | | | | | | | |
| 13. | | | | | | | | | | | |
| 14. | | | | | | | | | | | |
| 15. | | | | | | | | | | | |
| 16. | | | | | | | | | | | |
| 17. | | | | | | | | | | | |
| | | | | | | | | | | GRAND TOTAL | |

## EMPLOYEE RESPONSIBILITIES

1. Be sure that you are on time for work. Allow extra time until you have a pattern worked out. If you know that you will be late, phone in.

2. Make up your mind that you will be at work every day. If something happens such as sickness, to prevent your working, notify your supervisor by telephone as early as possible.

   Note: Being late for work and "taking the day off" are the two most common reasons why an employee starting out with a company is not promoted, is not given a raise, and often may be fired.

3. You are allowed to be away from your work area at certain times. Make sure you have a good reason when you leave your work area; let somebody know where you went, and don't stay too long.

4. Make sure you follow instructions. If you are not sure about something, ASK QUESTIONS!

5. You are expected to turn out a certain amount of work. At least do that. Do it as well as you can. Be aware that it may take a little time to equal the production of those with more experience than you. Don't be discouraged. Your employer knows it will take time for you to become proficient. He expects only that you try hard and show an interest in your performance.

6. If you make a mistake, admit it. Find out what was wrong. Practice so that it is not repeated.

7. Make friends with your co-workers. They can teach you more about the company and your job in a couple of weeks than you could learn by yourself in six months.

8. Keep your eyes open for a chance to advance. Make sure your supervisor knows that you want to advance. Prepare yourself for advancement by whatever method is appropriate to the job and company (more schooling/training, etc.).

## PROBLEMS ON THE JOB

1. An employee that is continually late. The boss speaks to him about the problem. Hoes does the employee answer?

2. The employee has a bad habit of forgetting names of the people on the job. He also forgets where things, that he needs, are stored. How does he handle the problem?

3. The boss can be nasty when the employee makes mistakes. The boss uses bad language and is not considerate of the employee's feelings. What can the employee do about this problem?

4. You are called into the office and given four or five things to do for that day. Having so many directions to follow at one time, you become confused, but you know that the work must be done. How will you handle this situation?

5. You do not know the things to be done on the job to be successful. You have asked three or four questions that morning, but you need additional information. What will you do?

6. The boss keeps calling you "Hey Kid!" How will you get the employer to remember your name without causing conflict?

7. You made bad bus connections several days and were late for the job. How will you handle this situation?

8. You were given the company handbook. The rules, regulations, and job descriptions were outlined in the book. Because you haven't read the manual, you are constantly making unnecessary mistakes. How will you respond when the boss calls you in to talk to you about your problems in this area?

9. Conduct a job interview using some of the same techniques that the interviewer used in the film?

10. Can you think of any other problems that might occur on the job?

## Human Resources

Home Economics teacher.

Health teacher.

## Material Resources

Film: How to Keep a Job SM 444.21 10 min.
Job success is dependent upon more than a wise selection of vocation, more than the right attitude toward work itself, more than the wise selection of a particular position. Although all of these are important, job success means getting along with fellow workers, conduct of work, attitude toward company and several other factors which this film explains.

Film: Personal Qualities for Job Success SM 444.10 10 min.
Young people will see high school graduates applying for jobs and will learn the importance of business-like work habits, willingness to take criticism and the ability to get along with others--all elements of job success.

Film: The Gossip SM2 445.36 13 min.
Dramatizes a high school situation in which gossip, rumors, and failure to check facts lead to distressing misunderstandings among friends. Designed to stimulate thought and discussion on these general problems.

Film: Improve Your Personality SM 445.29 10 min.
Emphasizes that personality is not a vague, glamorous attribute of the fortunate few, but a part of each individual's character. Shows how personalities can be developed, adapted, and controlled.

ON-THE-JOB SAFETY

## ON-THE-JOB SAFETY

Objective: To develop safety habits that should be exercised at work.

Motivation Activity: Write the slogans, "Safety is everybody's business," and "The life you save may be your own," on the chalkboard. Discuss these and other slogans with the group.

Developing Core: Three reasons for developing safety habits are:

1. Major accidents may cause death or disability and loss of income for life.
2. Minor accidents are painful and may cause loss of time from work.
3. The careless worker can cause accidents to himself and/or his fellow workers.

Safety is important to employers because:

1. Workers who are careless are labeled "accident prone."
2. Accidents cause interruptions of work schedules.
3. Accidents which cause employee absenteeism are a concern to employers.
4. The employer may need to pay higher insurance premiums if too many accidents occur; in fact, his insurance could be cancelled.

Other Activities: Have the class develop safety rules in relation to the following items:

1. Lifting
2. Walking
3. Handling and carrying objects
4. High places
5. Tools
6. Office and factory equipment
7. Flammables
8. Dirty work areas
9. Electrical hazards
10. Accident reporting and treatment of injuries
11. Preventing accidents
12. Horseplay and practical jokes

Invite a speaker from the safety division of a local industry to discuss safety with the class. Have him bring statistics, signs, pamphlets, etc. related to his plant safety program.

Discuss the positive actions to elliminate or reduce the effect of the following human factors which cause accidents--emotional tensions, overconfidence, insufficient knowledge or skill, physical illness, unusual excitement, fear, excessive pressures.

Make certain each student is aware of the survival words on page 80.

ALL STUDENTS SHOULD KNOW THE FOLLOWING WORDS FOR PROTECTION AND INFORMATION:

| | | |
|---|---|---|
| BE CAREFUL | EXPLOSIVES | FIRE |
| INFLAMMABLE | DYNAMITE | BUS STATION |
| DANGER | FIRE ESCAPE | NO TRESPASSING |
| DOCTOR | GO | POISON |
| ENTRANCE | STOP | PRIVATE |
| EXIT | HELP WANTED | RAILROAD CROSSING |
| POLICE | BOY | GIRL |
| SLOW | WET PAINT | MEN |
| SCHOOL | KEEP OFF | WOMEN |

## BASIC SIGHT VOCABULARY OF 220 WORDS

| CONJUNCTIONS | PRONOUNS | ADVERBS | ADJECTIVES | VERBS | |
|---|---|---|---|---|---|
| and | he | again | a | am | let |
| as | her | always | all | are | like |
| because | him | around | an | ask | live |
| but | his | away | any | ate | look |
| if | I | before | best | be | made |
| or | its | far | better | been | make |
| | me | fast | big | bring | may |
| PREPOSITIONS | my | first | black | buy | must |
| about | myself | here | blue | call | open |
| after | our | how | both | came | pick |
| at | she | just | brown | can | play |
| by | that | much | clean | carry | please |
| down | their | never | cold | come | pull |
| for | them | no | eight | could | put |
| from | these | not | every | cut | ran |
| in | they | now | five | did | read |
| into | this | off | four | do | ride |
| of | those | once | full | does | run |
| on | us | only | funny | done | said |
| over | we | out | good | don't | saw |
| to | what | so | green | draw | say |
| under | which | soon | hot | drink | see |
| upon | who | then | kind | eat | shall |
| with | you | there | light | fall | show |
| | your | today | little | find | sing |
| | | together | long | fly | sit |
| | | too | many | found | sleep |
| | | up | new | gave | start |
| | | very | old | get | stop |
| | | well | one | give | take |
| | | when | own | go | tell |
| | | where | pretty | goes | thank |
| | | why | red | going | think |
| | | yes | right | got | try |
| | | | round | grow | use |
| | | | seven | had | walk |
| | | | six | has | want |
| | | | small | have | was |
| | | | some | help | wash |
| | | | ten | hold | went |
| | | | the | hurt | were |
| | | | three | is | will |
| | | | two | jump | wish |
| | | | warm | keep | work |
| | | | white | know | would |
| | | | yellow | laugh | write |

## Human Resources

Health teacher.

## Material Resources

# CHILD LABOR LAW

## CHILD LABOR LAW

Objective: To establish an awareness of child labor laws, to define the legal hours of work for youth and to develop an understanding of the objectives of such laws.

Motivation Activity: Invite an elderly citizen to tell the class of employment conditions when he was a child--before the child labor laws were enforced.

In a very quick manner, form a company and act as an employer. Hire one of the students and make some unreasonable demands that would break some of the child labor laws. Begin a discussion when the complaints start coming from the student.

Developing Core: The purposes of child labor laws are as follows:

1. To assure youth the opportunity to obtain an education.
2. To safeguard the health and well-being of young workers and to protect them from injury as a result of hazardous occupations.
3. To help students make a better transition from school to work.

Legal hours of work for youth under 16 during the school year:

1. Not more than 4 hours on school days.
2. Not more than 18 hours per week (Mon.-Fri.).
3. May work an additional 8 hours on Saturday or Sunday, for a total of 26 hours per week.
4. Not more than 6 days a week.
5. May not work before 7 a.m. or after 7 p.m. Exception: Minors under 16 years of age may be employed distributing newspapers, magazines, or other publications between the hours of 6 a.m. and 8 p.m.

Legal hours for youth 16 and 17:

1. Not more than 8 hours per day.
2. Not more than 28 hours per week (Mon.-Fri.).
3. May work an additional 8 hours on either Saturday or Sunday, for a total of 36 hours per week.
4. May not work before 6 a.m. or after 11 p.m.
5. The following method of prorating the weekly hours of employment permitted for 16 and 17 year

old students during a school week has been approved by the Department of Labor and Industry:

| | |
|---|---|
| 5 school days | -- 28 hours |
| 4 school days, 1 vacation day | -- 32 hours |
| 3 school days, 2 vacation days | -- 36 hours |
| 2 school days, 3 vacation days | -- 40 hours |
| 1 school day, 4 vacation days | -- 44 hours |

A 30-minute meal period is required for all minors after 5 hours of continuous employment.

Child labor laws require minimum ages for employment in certain hazardous occupations--these are explained in Appendix V. The requirements should be presented to students.

Other Activities: Have students prepare a Daily Time Budget as follows:

| ACTIVITY | FROM | TO | HOURS | MINUTES |
|---|---|---|---|---|
| Get ready for school | | | | |
| Breakfast | | | | |
| Travel to school | | | | |
| School hours | | | | |
| Lunch | | | | |
| Travel to work | | | | |
| Employment hours | | | | |
| Travel home | | | | |
| Supper | | | | |

(Continue with other activities)

Total Hours (Should equal 24) _____

Discuss such things as staying up late, missing meals, home responsibilities, health problems, disagreements, and other factors which could interfere with a time schedule.

This can show the student the reasoning behind the legal hours of work as described in the child labor laws.

NOTE: ADDITIONAL INFORMATION IS AVAILABLE ON THE CHILD LABOR LAW BY CALLING THE STATE OFFICE BUILDING IN PITTSBURGH. TELEPHONE 391-2100, Ext. 253.

QUESTIONS ON INTERPRETATION SHOULD BE DIRECTED TO:

Pa. Dept. of Labor and Industry
Bureau of Labor Standards
Room 1404
Harrisburg, Pa. 17120

# WAGE AND BENEFITS LAWS

## WAGE AND BENEFITS LAWS

Objective: To develop an understanding of federal and state laws affecting wages and benefits.

Motivation Activity: Ask the class what they think of the law. Many different reactions should come from the group. They should determine that some laws are good and others may be poor. Inform them that there are good laws related to the worker.

Developing Core: Many laws have been passed to improve the conditions of the workers. The following are important to know about:

1. FEDERAL FAIR LABOR STANDARDS ACT--establishes a minimum hourly wage--establishes 40 hours as maximum working hours a week at regular rate--specifies that the overtime rate shall be the regular rate, plus at least 50 percent of the regular rate as a premium payment for overtime hours--applies to firms engaged directly or indirectly in interstate commerce.

2. FEDERAL INSURANCE CONTRIBUTIONS ACT (SOCIAL SECURITY)--employer withholds a percentage of employee's wages and contributes an equal amount to the Social Security Account of the employee--this provides future retirement income.

3. STATE WORKMEN'S COMPENSATION INSURANCE --requires employers to provide insurance for employees and their families covering losses due to injuries or death sustained in the course of employment--the employer pays total contribution.

4. PENNSYLVANIA UNEMPLOYMENT COMPENSATION TAX--the employer pays the tax--fund is used to pay persons unemployed, due to lay-off through no fault of their own, for 18 to 30 weeks based on their earnings during the base year period--the maximum is now $80 per week. Unemployment Compensation is not paid to employees of non-profit institutions (hospitals, school board, social service agencies, etc.).

5. PENNSYLVANIA MINIMUM WAGE LAW--stipulates the minimum wage that must be paid in employment not covered under the Federal Fair Labor Standards Act--minimum rate is now $1.60 per hour--this can be less under certain conditions such as on-the-job training, etc.

6. PENNSYLVANIA WAGE PAYMENT AND COLLECTION LAW--all wages due his employees must be paid by the employer on regularly scheduled paydays--allows employers to make wage deductions required by law--enables an employee to take legal action to recover wages due plus liquidated damages.

Other Activities:

Interview or invite an older member of the community to speak about working conditions in the "good old days."

Discuss physical working conditions--light, air, safety conditions, laws specific to women employees, etc.

Discuss employee's right to know these laws and conditions.

Discuss employee's right to ask questions pertaining to employer obligations.

Talk about the channels of communication for employee complaints.

## Human Resources

Social studies teacher.

Allegheny County Bar Association.

Neighborhood Legal Services.

Department of Labor, Child Labor Division.

## Material Resources

# PAYROLL DEDUCTIONS

# PAYROL DEDUCTIONS

Objective: To develop an understanding of payroll taxes deducted each pay period and to provide some understanding of tax computations.

Motivation Activity: Ask the group to name some of the great heavyweight fighters of all time. When Joe Louis's name is mentioned, ask the group what happened to him. This will bring to their attention a sad story of a great man who did not know how to figure his own income tax problems. This should inspire them to listen to some facts on payroll deductions. Explain "gross" and "net" pay.

Developing Core: The basic payroll deductions for most people are the following:

1. FEDERAL INCOME TAX--also referred to as Inc. Tax (Income Tax), F.W.T. (Federal Withholding Tax), I.T.W. (Income Tax Withheld), or Fed. Tax (Federal Tax)--deductions are based on number of exemptions claimed and amount of wages. See pages 93 and 94 for Federal Income Tax Table and the copies of Form W-4, "Employee's Withholding Exemption Certificate."

2. PENNSYLVANIA STATE INCOME TAX--deductions are based on a flat rate of 2.3 percent of your gross pay.

3. SOCIAL SECURITY TAX--also referred to as S.S. (Social Security), F.I.C.A. (Federal Insurance Contributions Act), F.O.A.B. (Federal Old Age Benefits), O.A.B. (Old Age Benefits), Soc. Sec. (Social Security)--deductions based on percentage of wages earned with a maximum on taxable wages. The current rate is 5.2 percent on the first $7,800 earned in a calendar year.

4. PITTSBURGH CITY TAX--deductions are based on a flat rate of 1 percent of your gross pay--most cities and towns in Pennsylvania have this local tax.

5. PITTSBURGH OCCUPATION TAX--a deduction of $10 is withheld from first paycheck--this is only once each year. NOTE: STUDENTS CAN RECEIVE A REFUND IF THEY KEEP THE RECEIPT OR THEY CAN AVOID PAYING THE TAX IF THEY COMPLETE THE FORM PROVIDED BY THE SCHOOL.

Other deductions could include: UNION DUES, HEALTH INSURANCE, RETIREMENT PLAN, MEDICAL-SURGICAL INSURANCE, HOSPITAL EXPENSE INSURANCE, PROFIT SHARING and SAVINGS DEDUCTIONS.

Other Activities:

Teacher and/or class can compute payroll deductions by using sample problems such as the following:

SAM'S GROSS PAY FOR THE WEEK IS $120.00. THE FOLLOWING DEDUCTIONS ARE MADE FROM HIS PAY:

| DEDUCTION | AMOUNT |
|---|---|
| Federal Income Tax | $18.80 |
| Social Security Tax | 6.24 |
| State Income Tax | 2.76 |
| Local Wage Tax | 1.20 |

WHAT IS SAM'S NET PAY?

Have students report on the necessity of taxes--where does this money go--who benefits, etc.?

Discuss the W-4 Form on page 93. Invite a local internal revenue agent to address your students on computing their yearly income tax. Have him bring the short forms for the students to use for practice in filing returns.

FORM W-4 (Rev. July 1970) Department of the Treasury Internal Revenue Service

# Employee's Withholding Exemption Certificate

Type or print full name _____ Social Security Number _____

Home address _____ City _____ State _____ ZIP code _____

**EMPLOYEE:**

**File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.**

**EMPLOYER:**

**Keep this certificate with your records. If you believe the employee claimed too many exemptions advise your District Director.**

## HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.) . . . . . .
5. If you claim additional withholding allowances for itemized deductions attach Schedule A (Form W-4) and enter the number of allowances claimed (if claimed you must file a new Form W-4 each year) . . . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . . ☐
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . . $

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) _____, 19____ (Signed) _____

1. **Number of Exemptions.**—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax than will be withheld, you may either claim a smaller number of exemptions or enter into an agreement with your employer to have additional amounts withheld. This is important if you have more than one employer.

If both husband and wife are employed, ask your employers to see Internal Revenue Service Notice 186 that shows how to claim withholding exemptions so as to avoid owing large additional amounts of taxes.

Nonresident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. **Itemized Deductions.**—See Schedule A (Form W-4) for instructions on claiming additional withholding allowances based on large itemized deductions.

3. **Changes in Exemptions.**—You may file a new certificate at any time if the number of your exemptions INCREASES.

You must file a new certificate within 10 days if the number of exemptions you previously claimed DECREASES. Examples of situations in which the number of your exemptions would decrease are as follows:

(a) You and your wife (or husband) for whom you have been claiming an exemption are divorced or legally separated.

(b) Your wife (or husband) for whom you have been claiming an exemption claims her (or his) own exemption on a separate certificate.

(c) You no longer expect to furnish more than half the support for the year of a dependent for whom you have been claiming an exemption.

(d) You find that a dependent for whom you claimed an exemption will receive $625[1] or more of income of his own during the year (except your child who is a student or who will be under 19 years of age at the end of the year).

The death of a spouse or a dependent does not affect your withholding until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim your personal exemption on line 2 as a married individual for the two years following the year of the death of your spouse.

[1] *This amount is $625 for 1970, $660 for 1971, $700 for 1972 and $750 for 1973 and thereafter.*

4. **Dependents.**—Each dependent claimed on line 4 must meet all of the following tests:

(a) **Income.**—Will receive less than $625 income. (If the child will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)

(b) **Support.**—Will receive more than half of his support from you (from husband or wife if a joint return is filed).

(c) **Married Dependents.**—Will not file a joint return with husband or wife.

(d) **Nationality.**—Be either a citizen or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.

(e) **Relationship.**—(1) Be related to you as follows:

| | | |
|---|---|---|
| Child[2] | Stepbrother | Son-in-law |
| Stepchild | Stepsister | Daughter-in-law |
| Mother | Stepmother | The following if related by blood: |
| Father | Stepfather | |
| Grandparent | Mother-in-law | Uncle |
| | Father-in-law | Aunt |
| Brother | Brother-in-law | Nephew |
| Sister | Sister-in-law | Niece |
| Grandchild | | |

or, (2) be a member of your household and have your home as his principal residence for the entire taxable year.

[2] *Includes a child who is a member of your household if placed with you by an authorized placement agency for legal adoption.*

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## WEEKLY Payroll — Employee NOT MARRIED

| WAGES | | Number of withholding exemptions claimed | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At least | But less than | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| | | Amount of income tax to be withheld | | | | | | | | | | |
| $ 0.. | $ 4.. | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 4.. | 5.. | .10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5.. | 6.. | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.. | 7.. | .40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7.. | 8.. | .50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8.. | 9.. | .70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9.. | 10.. | .80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10.. | 11.. | .90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11.. | 12.. | 1.10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12.. | 13.. | 1.20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13.. | 14.. | 1.40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 14.. | 15.. | 1.50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15.. | 16.. | 1.70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16.. | 17.. | 1.80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17.. | 18.. | 2.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18.. | 19.. | 2.10 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19.. | 20.. | 2.30 | .30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20.. | 21.. | 2.40 | .40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21.. | 22.. | 2.60 | .60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22.. | 23.. | 2.70 | .70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 23.. | 24.. | 2.90 | .90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24.. | 25.. | 3.10 | 1.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25.. | 26.. | 3.20 | 1.10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26.. | 27.. | 3.40 | 1.30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 27.. | 28.. | 3.60 | 1.40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 28.. | 29.. | 3.80 | 1.60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 29.. | 30.. | 4.00 | 1.70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 30.. | 31.. | 4.20 | 1.90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 31.. | 32.. | 4.40 | 2.00 | .10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 32.. | 33.. | 4.60 | 2.20 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 33.. | 34.. | 4.80 | 2.30 | .40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 34.. | 35.. | 5.00 | 2.50 | .50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 35.. | 36.. | 5.10 | 2.60 | .70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36.. | 37.. | 5.30 | 2.80 | .80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 37.. | 38.. | 5.50 | 3.00 | .90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 38.. | 39.. | 5.70 | 3.20 | 1.10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 39.. | 40.. | 5.90 | 3.40 | 1.20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40.. | 41.. | 6.10 | 3.50 | 1.40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 41.. | 42.. | 6.30 | 3.70 | 1.50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 42.. | 43.. | 6.50 | 3.90 | 1.70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 43.. | 44.. | 6.70 | 4.10 | 1.80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 44.. | 45.. | 6.90 | 4.30 | 2.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45.. | 46.. | 7.00 | 4.50 | 2.10 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46.. | 47.. | 7.20 | 4.70 | 2.30 | .30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 47.. | 48.. | 7.40 | 4.90 | 2.40 | .50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 48.. | 49.. | 7.60 | 5.10 | 2.60 | .60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 49.. | 50.. | 7.80 | 5.30 | 2.70 | .70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 50.. | 51.. | 8.00 | 5.40 | 2.90 | .90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 51.. | 52.. | 8.20 | 5.60 | 3.10 | 1.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 52.. | 53.. | 8.40 | 5.80 | 3.30 | 1.20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 53.. | 54.. | 8.60 | 6.00 | 3.50 | 1.30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 54.. | 55.. | 8.80 | 6.20 | 3.60 | 1.40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 55.. | 56.. | 8.90 | 6.40 | 3.80 | 1.60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 56.. | 57.. | 9.10 | 6.60 | 4.00 | 1.70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 57.. | 58.. | 9.30 | 6.80 | 4.20 | 1.90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## WEEKLY Payroll — Employee NOT MARRIED

| WAGES | | Number of withholding exemptions claimed | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At least | But less than | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
| | | Amount of income tax to be withheld | | | | | | | | | | |
| $58.. | $59.. | $ 9.50 | $ 7.00 | $ 4.40 | $ 2.00 | $ .10 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 59.. | 60.. | 9.70 | 7.20 | 4.60 | 2.20 | .30 | 0 | 0 | 0 | 0 | 0 | 0 |
| 60.. | 62.. | 10.00 | 7.40 | 4.90 | 2.40 | .50 | 0 | 0 | 0 | 0 | 0 | 0 |
| 62.. | 64.. | 10.40 | 7.80 | 5.30 | 2.70 | .70 | 0 | 0 | 0 | 0 | 0 | 0 |
| 64.. | 66.. | 10.80 | 8.20 | 5.60 | 3.10 | 1.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66.. | 68.. | 11.10 | 8.60 | 6.00 | 3.50 | 1.30 | 0 | 0 | 0 | 0 | 0 | 0 |
| 68.. | 70.. | 11.50 | 9.00 | 6.40 | 3.80 | 1.60 | 0 | 0 | 0 | 0 | 0 | 0 |
| 70.. | 72.. | 11.90 | 9.30 | 6.80 | 4.20 | 1.90 | 0 | 0 | 0 | 0 | 0 | 0 |
| 72.. | 74.. | 12.30 | 9.70 | 7.20 | 4.60 | 2.20 | .30 | 0 | 0 | 0 | 0 | 0 |
| 74.. | 76.. | 12.70 | 10.10 | 7.50 | 5.00 | 2.50 | .50 | 0 | 0 | 0 | 0 | 0 |
| 76.. | 78.. | 13.00 | 10.50 | 7.90 | 5.40 | 2.80 | .80 | 0 | 0 | 0 | 0 | 0 |
| 78.. | 80.. | 13.40 | 10.90 | 8.30 | 5.70 | 3.20 | 1.10 | 0 | 0 | 0 | 0 | 0 |
| 80.. | 82.. | 13.80 | 11.20 | 8.70 | 6.10 | 3.60 | 1.40 | 0 | 0 | 0 | 0 | 0 |
| 82.. | 84.. | 14.20 | 11.60 | 9.10 | 6.50 | 3.90 | 1.70 | 0 | 0 | 0 | 0 | 0 |
| 84.. | 86.. | 14.60 | 12.00 | 9.40 | 6.90 | 4.30 | 2.00 | .10 | 0 | 0 | 0 | 0 |
| 86.. | 88.. | 15.00 | 12.40 | 9.80 | 7.30 | 4.70 | 2.30 | .30 | 0 | 0 | 0 | 0 |
| 88.. | 90.. | 15.40 | 12.80 | 10.20 | 7.60 | 5.10 | 2.60 | .60 | 0 | 0 | 0 | 0 |
| 90.. | 92.. | 15.90 | 13.10 | 10.60 | 8.00 | 5.50 | 2.90 | .90 | 0 | 0 | 0 | 0 |
| 92.. | 94.. | 16.30 | 13.50 | 11.00 | 8.40 | 5.80 | 3.30 | 1.20 | 0 | 0 | 0 | 0 |
| 94.. | 96.. | 16.80 | 13.90 | 11.30 | 8.80 | 6.20 | 3.70 | 1.50 | 0 | 0 | 0 | 0 |
| 96.. | 98.. | 17.20 | 14.30 | 11.70 | 9.20 | 6.60 | 4.00 | 1.80 | 0 | 0 | 0 | 0 |
| 98.. | 100.. | 17.60 | 14.70 | 12.10 | 9.50 | 7.00 | 4.40 | 2.10 | .10 | 0 | 0 | 0 |
| 100.. | 105.. | 18.40 | 15.50 | 12.80 | 10.20 | 7.60 | 5.10 | 2.60 | .60 | 0 | 0 | 0 |
| 105.. | 110.. | 19.50 | 16.60 | 13.70 | 11.20 | 8.60 | 6.00 | 3.50 | 1.50 | 0 | 0 | 0 |
| 110.. | 115.. | 20.60 | 17.70 | 14.70 | 12.10 | 9.50 | 7.00 | 4.40 | 2.10 | .10 | 0 | 0 |
| 115.. | 120.. | 21.70 | 18.80 | 15.80 | 13.10 | 10.50 | 7.90 | 5.40 | 2.80 | .80 | 0 | 0 |
| 120.. | 125.. | 22.80 | 19.90 | 16.90 | 14.00 | 11.40 | 8.90 | 6.30 | 3.80 | 1.50 | 0 | 0 |
| 125.. | 130.. | 23.90 | 21.00 | 18.00 | 15.00 | 12.40 | 9.80 | 7.30 | 4.70 | 2.30 | .40 | 0 |
| 130.. | 135.. | 25.00 | 22.10 | 19.10 | 16.10 | 13.30 | 10.80 | 8.20 | 5.70 | 3.10 | 1.10 | 0 |
| 135.. | 140.. | 26.10 | 23.20 | 20.20 | 17.20 | 14.30 | 11.70 | 9.20 | 6.60 | 4.10 | 1.80 | 0 |
| 140.. | 145.. | 27.20 | 24.30 | 21.30 | 18.30 | 15.40 | 12.70 | 10.10 | 7.60 | 5.00 | 2.50 | .60 |
| 145.. | 150.. | 28.30 | 25.40 | 22.40 | 19.40 | 16.50 | 13.60 | 11.10 | 8.50 | 6.00 | 3.40 | 1.30 |
| 150.. | 160.. | 30.00 | 27.00 | 24.00 | 21.10 | 18.10 | 15.20 | 12.50 | 10.00 | 7.40 | 4.80 | 2.40 |
| 160.. | 170.. | 32.20 | 29.20 | 26.20 | 23.30 | 20.30 | 17.40 | 14.40 | 11.90 | 9.30 | 6.70 | 4.20 |
| 170.. | 180.. | 34.70 | 31.40 | 28.40 | 25.50 | 22.50 | 19.60 | 16.60 | 13.80 | 11.20 | 8.60 | 6.10 |
| 180.. | 190.. | 37.50 | 33.70 | 30.60 | 27.70 | 24.70 | 21.80 | 18.80 | 15.80 | 13.10 | 10.50 | 8.00 |
| 190.. | 200.. | 40.30 | 36.50 | 32.30 | 29.90 | 26.90 | 24.00 | 21.00 | 18.00 | 15.10 | 12.40 | 9.90 |
| 200.. | 210.. | 43.10 | 39.30 | 35.60 | 32.10 | 29.10 | 26.20 | 23.20 | 20.20 | 17.30 | 14.50 | 11.80 |
| 210.. | 220.. | 46.10 | 42.10 | 38.40 | 34.60 | 31.30 | 28.30 | 25.40 | 22.40 | 19.50 | 16.50 | 13.70 |
| 220.. | 230.. | 49.40 | 44.90 | 41.20 | 37.40 | 33.60 | 30.60 | 27.60 | 24.60 | 21.70 | 18.70 | 15.80 |
| 230.. | 240.. | 52.70 | 48.20 | 44.00 | 40.20 | 36.40 | 32.80 | 29.80 | 26.80 | 23.90 | 20.90 | 18.00 |
| 240.. | 250.. | 56.00 | 51.50 | 47.10 | 43.00 | 39.20 | 35.50 | 32.00 | 29.00 | 26.10 | 23.10 | 20.20 |
| 250.. | 260.. | 59.30 | 54.80 | 50.40 | 46.00 | 42.00 | 38.30 | 34.50 | 31.20 | 28.30 | 25.30 | 22.40 |
| 260.. | 270.. | 62.60 | 58.10 | 53.70 | 49.30 | 44.80 | 41.10 | 37.30 | 33.50 | 30.50 | 27.50 | 24.60 |
| 270.. | 280.. | 65.90 | 61.40 | 57.00 | 52.60 | 48.10 | 43.90 | 40.10 | 36.30 | 32.70 | 29.70 | 26.80 |
| 280.. | 290.. | 69.20 | 64.70 | 60.30 | 55.90 | 51.40 | 47.00 | 42.90 | 39.10 | 35.40 | 31.90 | 29.00 |
| 290.. | 300.. | 72.50 | 68.00 | 63.60 | 59.20 | 54.70 | 50.30 | 45.80 | 41.90 | 38.20 | 34.40 | 31.20 |
| 300.. | 310.. | 75.80 | 71.30 | 66.90 | 62.50 | 58.00 | 53.60 | 49.10 | 44.70 | 41.00 | 37.20 | 33.40 |
| 310.. | 320.. | 79.10 | 74.60 | 70.20 | 65.80 | 61.30 | 56.90 | 52.40 | 48.00 | 43.60 | 40.00 | 36.20 |
| 320.. | 330.. | 82.40 | 77.90 | 73.50 | 69.10 | 64.60 | 60.20 | 55.70 | 51.30 | 46.80 | 42.80 | 39.00 |
| 330.. | 340.. | 85.70 | 81.20 | 76.80 | 72.40 | 67.90 | 63.50 | 59.00 | 54.60 | 50.10 | 45.70 | 41.80 |
| 340.. | 350.. | 89.00 | 84.50 | 80.10 | 75.70 | 71.20 | 66.80 | 62.30 | 57.90 | 53.40 | 49.00 | 44.60 |
| 350.. | 360.. | 92.30 | 87.80 | 83.40 | 79.00 | 74.50 | 70.10 | 65.60 | 61.20 | 56.70 | 52.30 | 47.90 |
| | | 33 percent of the excess over $360 plus— | | | | | | | | | | |
| $360 and over | | 99.90 | 89.50 | 85.10 | 80.60 | 76.20 | 71.70 | 67.30 | 62.80 | 58.40 | 54.00 | 49.50 |

## Human Resources

## Material Resources

Understanding Taxes, Internal Revenue Service, Department of the Treasury.

How to Organize and Operate a Small Business, Pearce C. Kelly, Kenneth Lawyer, and Clifford M. Baumback, Prentice-Hall.

Training Aids:

- Overhead projector
- Screen
- Film projector
- Cassette player
- Transparencies

# LABOR ORGANIZATIONS

## LABOR ORGANIZATIONS

**Objective:** To interpret the role of labor unions in the American economy by explaining how unions affect members of the labor force.

**Motivation Activity:** Hold a stick above your head and break it. Take 30 to 40 sticks and try to break them. This is more difficult or impossible. This should illustrate to the students that there is strength in numbers. Unions are groups of co-workers organized for the joint and mutual protection of their common interests.

**Developing Core:** Although only 30 percent of the labor force belongs to labor unions, union membership and influence affects members of the labor force whether they are union members or not. Therefore, both pros and cons of unions must be presented to students in an impartial manner.

The Wagner Act of 1935 gave workers the right or organize by joining unions and to make agreements with their employers through chosen representatives.

Students should be aware of the following terms:

1. UNION SHOP--union membership is required of all employees--if employee refuses to join, he loses his job.
2. OPEN SHOP--union membership is not a condition for employment--the employee has a choice.
3. COMPANY UNION--a union whose leaders are all employees of the company--has no affiliation with any other trade union.
4. TRADE UNIONS--members work in a specific trade--they do not necessarily work for the same employers.
5. INDUSTRIAL UNIONS--unions represent all workers of an entire industry, such as United Steelworkers of America.
6. INITIATION FEE--a sum of money, regardless of job, which must be paid to the union by an employee at the time he becomes a union member.
7. UNION DUES--union dues are established by union members and may be paid on a flat rate or percentage of pay basis.

8. STRIKE--the strongest weapon a union has for obtaining its demands--it is the refusal of employees to report to work until union demands are met.
9. BOYCOTT--an attempt by union members to persuade customers not to buy from their employer while a strike is in progress.
10. CHECKOFF--the employer agrees to deduct union dues from wages of employees and transfer them to union.
11. SENIORITY--the length of service of employees with an employer--seniority often determines the order in which workers are laid off, promoted, transferred, or rehired.
12. BIDDING--signing a posted notice of a job opening so that you may be considered for that job on the basis of seniority.
13. LABOR AGREEMENT--negotiated by the union with management--defines the company's agreement with the union as to wages, hours, working conditions, benefits, and job rights--may be accepted or rejected by employees--if accepted, union enters into a contract with the employer--it is important that each union member obtain his copy of the contract and understand it.
14. FRINGE BENEFITS--benefits such as hospital insurance, life insurance, pension plans, etc. may be paid for fully or partially by the employer.

Other Activities:

Appoint a committee to visit the headquarters of one of the labor organizations in the Pittsburgh area. Use list on pages 99, 100, and 101. Call first to arrange for interview. Have committee report to class on interview.

Invite a representative of one of the local unions to speak to the class on the organization and structure of his union--try to locate the speaker from a union the students may be able to join in the future.

Have students discuss the following questions:

1. What are the advantages to the worker of having a union negotiate wages and other benefits? What are the disadvantages? Would you like to do this yourself?
2. Do workers that do not belong to the union benefit from union activities? Should they?
3. Should seniority be the only basis for promotion within a company?

4. Why are working conditions important to workers?
5. After an employee becomes a member of the union, he can be fired for "just and sufficient cause" only. However, during the period before membership, the employee can generally be fired for any reason, without notification to the union. Why is the new employee especially vulnerable to dismissal during this time? What special work habits should the employee display during and after this period? Why?

Discuss the causes which encouraged labor to organize such as the industrial revolution, low wages, long hours of work, poor working conditions, child labor, lack of worker representation, etc. Do they still exist today?

Obtain copies of union publications for class use. Free subscriptions to the AFL-CIO NEWS and THE AMERICAN FEDERATIONIST are available if you write to Saul Mills, Director of Publications, AFL-CIO, 815 Sixteenth Street, NW, Washington, D.C. 20006. Other educational materials are available by writing to Walter Davis, Director of Education Department, AFL-CIO, at the Washington, D.C. address.

## Labor Organizations in Area

### Labor Organizations

A F L-C I O Laundry & Dry Cleaning International Union 550Grant ----471-4829

**AFL CIO LAUNDRY & DRY CLEANING INTERNATIONAL UNION LOCAL 141**
CarltonHouseHotel-281-8105

**AFL-CIO SUB REGION NO 3**
AFL-CIO
SUB REGION NO 3
Century Bldg ----------261-0822

**ABEL I W**
President
United Steelworkers
Of America
Commonwealth Bldg ---------471-5254

### Labor Organizations-(Cont'd)

**ALLEGHENY COUNTY LABOR COUNCIL AFL-CIO**
Room 566
WmPennHotel ----------281-7450

Amalgamated Clothing Workers Of America
No 86 ClarkBldg ----------281-7091

**AMALGAMATED CLOTHING WORKERS OF AMERICA PITTSBURGH DISTRICT JOINT BOARD**
Michael Deligatti-Manager
ClarkBldg ----------281-9983

**AMALGAMATED FOOD EMPLOYEES UNION LOCAL 590**
A M C B W OF N A AFL-CIO
Office Hours - 9 AM to 5 PM
201 Penn Center Blvd WilkinsTwp-244-1820

**AMALGAMATED MEAT CUTTERS & BUTCHER WORKMEN OF NA LOCAL 424**
HOURS 9 AM-5 PM DAILY
No Office Hours Saturday
1118 E Ohio ----------231-7991

Amalgamated Transit Union AFL-CIO-CLC
Div 1063 WmPennHotel ----------281-1289

Amalgamated Transit Union Division 85
ClarkBldg-281-5583

American Bakery & Confectionery Workers
Local 12-AFL/CIO 602PennMall-441-5030

American Federation of Television & Radio Artists EmpireBl ----------281-6767

**AMERICAN FEDERATION STATE COUNTY MUNICIPAL EMPLOYEES AFL-CIO**
Room 310
EmpireBldg ----------471-1218

Appalachian Council A F L-C I O
700 5Av-232-3405

Asbestos Workers Union No 2
HouseBldg-281-2531

**ASSOCIATED TRADES & CRAFTS**
Office Hours: 9:00 AM to 5:00 PM
Century Bldg ----------391-8777

Association Of Westinghouse Salaried Employees LindenAv
E Pittsburgh-823-9333

**AUTOMOTIVE CHAUFFEURS PARTS & GARAGE EMPLOYEES LOCAL UNION NO 926** ClarkBl ----------281-4633

Bakery & Confectionery Workers Local Union No 12B MageeBldg ----------261-3566

**BAKERY DRIVERS LOCAL 485 WELFARE & PENSION FUNDS**
Helen Stromberg-Fund Manager
MageeBldg ----------391-3070

Bakery Drivers Local Union No 485
MageeBldg-261-3283

Barbers' Local Union No 20 A F Of L-C I O
HouseBldg-261-1140

**BARTENDERS UNION LOCAL NO 188**
Hampton Richardson-Secretary Treasurer
925PennAv ----------261-1216

Bindery Workers Union Of Pgh Local No 73
133 1Av-471-9000

Brewery Workers Unions MageeBl ----281-5767

**BRIDGE STRUCTURAL & ORNAMENTAL IRON WORKERS SHOPMEN'S LOCAL UNION NO 527**
Telephone Answers 24 Hours Daily
HouseBldg ----------281-5280

**BROTHERHOOD OF RAILWAY & AIRLINE CLERKS PENNSYLVANIA RAILROAD SYSTEM BOARD**
Penn-Central System Board
ClarkBldg ----------281-1866

Brotherhood Of Railway Clerks P & I F System Board HouseBl ----------261-6546

**BUILDING MATERIAL & CONSTRUCTION DRIVERS HELPERS & MATERIAL HANDLERS LOCAL 341**
Henry V Trotto-President
423McNeilly Rd ---------- 343-8555

Canning & Pickle Workers Local Union 325
A F Of L [illegible] ----------321-1711

## Labor Organizations--(Cont'd)

**CARPENTERS' DISTRICT COUNCIL OF WESTERN PENNSYLVANIA**

Representing Carpenters
In 29 Counties Of
Western Pennsylvania
Fully Qualified In All
Phases Of Construction
CALL
922-6200

495 Mansfield Av ---------- 922-6200

Carpenters Union Heavy Construction Local 2274 495MansfieldAv ---------- 922-6210
Cement Masons Local 526 Combined Funds 2606CaliforniaAv 761-6166

**CEMENT MASONS UNION LOCAL NO 526**
Building & Heavy Construction
2606CaliforniaAv ---------- 761-6310

Communications Workers Of America Local 2550 933PennAv ---------- 391-6646
Communications Workers Of America Local 2591 933PennAv ---------- 281-1863

**CONSTRUCTION GENERAL LABORERS LOCAL UNION 373**
OFFICE HOURS 8:00 AM-4:30 PM
CLOSED SATURDAYS
303 Ross ---------- 471-6556

**CONSTRUCTION GENERAL LABORERS & MATERIAL HANDLERS LOCAL UNION NO 1058** 1311PennAv ---------- 261-1634

**DRIVERS & EMPLOYEES OF PETROLEUM INDUSTRY LOCAL 273**
Studio B-Club Floor
WmPennHotel ---------- 281-5145

Federation of Telephone Workers of Pa Pgh Div 933PennAv ---------- 471-1414

**FEDERATION WESTINGHOUSE INDEPENDENT SALARIED UNIONS**
Thomas O'Leary President
Frank Aiello Executive Secretary
CarltonHouseHotel ---------- 471-3815

Floor Coverers & Decorators Local Union 1752 495MansfieldAv ---------- 922-6206

**FRATERNAL ASSOCIATION OF SPECIAL HAULERS**
Local Union Number 100
804EastSt ---------- 322-4010

**GENERAL TEAMSTERS CHAUFFEURS & HELPERS LOCAL UNION NO 249**

TEAMSTERS LOCAL
249
LAWRENCEVILLE

*"FOR INFORMATION CALL"*
**GENERAL TEAMSTERS CHAUFFEURS & HELPERS LOCAL UNION NO 249**
4701BaumBlvd 683-2300

**GENERAL WAREHOUSEMEN & EMPLOYEES UNION LOCAL 636**

LOCAL
636

1311 Penn Av ---------- 281-3130

**GLAZIERS LOCAL UNION NO 751**
FriendshipPlz 362-6576
Health & Welfare Div MinorBldg 281-8407

Great Lakes & River District Of Master Mates & Pilots Local 47 HouseBldg ---------- 471-1941

**GROCERY & FOOD WAREHOUSEMEN LOCAL UNION NO 635** 46 18St 471-4343

Hospital Workers Union Local 1199 P
HighlandBldg 361-4820

**HOTEL & RESTAURANT EMPLOYEES ALLIANCE LOCAL 237**

GENERAL OFFICES
261-5564

304 Ross ---------- 261-5564

Human Resources Development Institute AFL-CIO WilliamPennHotel ---------- 391-2267

**I U E-WESTINGHOUSE CONFERENCE BOARD**
Robert Nellis-Chairman
822Wood ---------- 731-1100

**INSURANCE WORKERS INTERNATIONAL UNION AFL-CIO LOCAL 13**
Representing Any Type
Insurance Worker
153 1Av ---------- 471-2934

**INTERNATIONAL ALLIANCE OF THEATRICAL STAGE EMPLOYEES LOCAL NO 3**
Telephone Answers At All Times
FultonBldg ---------- 281-4568

**INTERNATIONAL ASSN OF MACHINISTS & AEROSPACE WORKERS**

Machinists Lodge No 52
Automotive Mechanics
Lodge No 1060
Machinists Lodge No 2321

60 South 26th St ---------- 381-6464

**INTERNATIONAL BROTHERHOOD OF BOILERMAKERS IRON SHIPBUILDERS BLACKSMITHS FORGERS & HELPERS LOCAL 154**

BOILERMAKERS
UNION
Local No. 154

Grant Bldg ---------- 281-2388
281-2387

**INTERNATIONAL BROTHERHOOD OF ELECTRIC WORKERS LOCAL UNION NO 5**

INTERNATIONAL
BROTHERHOOD
OF ELECTRICAL
WORKERS LOCAL
UNION NO. 5
471-1544

Grant Bldg ---------- 471-1544

International Brotherhood Of Electrical Workers Local 1987
HouseBl 261-6030

**INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS SYSTEM COUNCIL**
Room 45-Annex Bldg
Pittsburgh&LakeEricAnx ---------- 471-7854

**INTERNATIONAL BROTHERHOOD OF FIREMEN & OILERS LOCAL UNION NO 75**
EmpireBl 281-7257

International Brotherhood Of Pulp Sulphite & Paper Mill Workers A F L-C I O CenturyBl ---------- 261-0822

**INTERNATIONAL BROTHERHOOD OF TEAMSTERS**
GROCERY & FOOD WAREHOUSEMEN LOCAL UNION NO 635
46 18St 471-4343

International Molders & Allied Workers Union Local 46 CenturyBl ---------- 261-0822

**INTERNATIONAL UNION OF ELECTRICAL RADIO & MACHINE WORKERS AFL CIO DIST NO 1**
Frank J Pigliano-Area Director
11DuffRd ---------- 731-5552

International Union Of Elevator Constructors Local No-6
OneParkwayCtr 922-1115

**INTERNATIONAL UNION OF OPERATING ENGINEERS**

LOCAL UNION
NO 66, 66-A,
B, C, D, and R
AFFILIATED WITH THE AFL-CIO

*"FOR INFORMATION CALL"*

*DISTRICT #1*
*MONROEVILLE*
**INTERNATIONAL UNION OPERATING ENGINEERS LOCAL NO 66**
Main Office
300Seco RdMonroeville ---------- 243-4000

*MONACA*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66**
Sub Office
1134PennsylvaniaAvMonaca 775-6550

*DISTRICT #2*
*YOUNGSTOWN*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66** 291McClurgRd
YoungstownOhio 216 758-7536

*DISTRICT #3*
*INDIANA*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66**
978PhiladelphiaIndiana 463-9148

*DISTRICT #4*
*CLEARFIELD*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66**
214N2StClearfield 814 765-7888

*DISTRICT #5*
*ERIE*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66**
1701StateErie 814 455-2431
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66**
1701StateErie 814 827-3638

*DISTRICT #6*
*WARREN*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66** 405 S Franklin
Titusville 814 827-3638

*DISTRICT #7*
*CONNELLSVILLE*
**INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 66**
2728MemorialBlvd
Connellsville 628-8633

**INTERNATIONAL UNION OPERATING ENGINEERS LOCAL NO 95**
Jefferson Whalen-Business Manager
LawyersBldg ---------- 281-3[illegible]4

**IRON WORKERS LOCAL UNION NO 3**
Outside Erectors
2216PennAv ---------- 281-9806

Iron Workers Welfare Plan Of Western Penna MinorBl ---------- 281-3942

Ironworkers District Council Of Eastern Ohio-Western Penna & Northern West Virginia 2945BanksvilleRd ---------- 341-4064

**JOINT COUNCIL OF TEAMSTERS NO 40**
ClarkBl 281-7555

Laborers District Council Of Western Penna
WilliamPennHotel 391-1712

Lithographers & Photoengravers International Union Locals 24-L & 16-P
239FourthAv-391-1377

Local 1199 P National Union Of Hospital & Nursing Home Employees
HighlandBldg-361-4820

Local 424 & Employer Food Industry Insurance & Welfare Fund
1118 E Ohio-321-8517

Local Union No 3063 Of Office & Technical Salaried Union 223E6Av ----------462-6363

Marine Engineers Beneficial Association District 2 AFL-CIO 32 E Carson---281-2095

**MILK & ICE CREAM SALESMAN DRIVERS & DAIRY EMPLOYEES LOCAL NO 205**
PlazaBl-281-4667

Millmen's Local Union 1160
495MansfieldAv-922-6204

**MILLWRIGHT'S LOCAL UNION 2235 OF PITTSBURGH & VICINITY**
MACHINERY ERECTORS
United Brotherhood of Carpenters and Joiners of America
CONVEYOR INSTALLATIONS
495 Mansfield Av ----------922-6208

**MOVING PICTURE MACHINE OPERATORS UNION LOCAL NO 171**
Room 1910 239 Fourth Av
InvestmentBldg ----------281-5962

Musicians' Union 709ForbesAv ----------281-1822

National Alliance Of Postal & Federal Employees 5010FrankstownAv ----241-9948

National Association Of Letter Carriers 5100BanksvilleRd-561-5512

National Association Of Letter Carriers 1712CrosbyAv-561-5511

National Association Of Post Office Mail Handlers Watchmen Messengers & Group Leaders AFL-CIO Local 19 525 SAv-281-0160

National Maritime Union AFL-CIO 239FourthAv-471-7745

Newspaper Magazine & Film Delivery Drivers Helpers & Handlers Local 211
625Stanwix-281-2242

Nursing Home And Hospital Employees Union Local 434 AFL-CIO LDIU
550Grant-471-3380

**OFFICE & PROFESSIONAL EMPLOYEES INTERNATIONAL UNION LOCAL NO 33-AFL-CIO** InvestmentBl ----------281-4622

**PAINTERS LOCAL 409**
James Eilenberger Business Agent
900 LigonierLatrobe ----------537-2101
If no answer----------694-9456

Painters Local Union No 6 AFL-CIO Of Allegheny County & Vicinity
951PennAv-261-0157

Pattern Makers Association Of Pittsburgh & Vicinity E9&McClure ----------462-7557

**PENNSYLVANIA FEDERATION OF TEACHERS** 1100 E Carson ----------431-5900

Pennsylvania Telephone Guild
Executive Ofc 109DewaltAv ------884-6262
Pittsburgh Western Div Ofc
152NollAv-921-1411

Pile Drivers Local Union 2264
MartinBl-231-4668

**PITTSBURGH BUILDING TRADES COUNCIL--**
*LOCAL UNIONS*

BRICKLAYERS INTERNATIONAL UNION LOCAL NO 2
Law&FinanceBl-471-3153

CARPENTERS' DISTRICT COUNCIL OF WESTERN PENNSYLVANIA
495MansfieldAv-922-6200

CEMENT MASONS UNION LOCAL NO 526
Cement Masons Bldg
2606CaliforniaAv ----------761-6310

GLAZIERS LOCAL UNION NO 751
FriendshipPlz-362-6576

INTERNATIONAL BROTHERHOOD OF BOILERMAKERS IRON SHIP-BUILDERS BLACKSMITHS FORGERS & HELPERS LOCAL 154 HouseBl--281-2387

IRON WORKERS LOCAL UNION NO 3
2216PennAv-281-9806

PAINTERS LOCAL UNION NO 6 AFL-CIO OF ALLEGHENY COUNTY & VICINITY 951PennAv -----261-0157

PLUMBERS LOCAL UNION NO 27
2500BaldwickRd-922-2217

SHEET METAL WORKERS LOCAL NO 12 6016BroadStreetMall--362-2711

## Labor Organizations--(Cont'd)

Pittsburgh Federation Of Teachers Local 400 AFT 1100 E Carson ----------431-5900

**PGH LOCAL NO 29 SERVICE EMPLOYEES INTERNATIONAL UNION AFL-CIO**
Office Open 9 A.M.-5:30 P.M.
Closed Saturdays
Clark Bldg ----------471-0690

Pgh Musical Society Local 60-471 A F Of M
709ForbesAv-281-1822

Plumber's Labor's Union Local 347
435Marion-281-6432
5827 Alder ----------441-1424
If no answer----------431-1190

**REFUSE & SALVAGE DRIVERS & HELPERS UNION LOCAL 609**
48 18St-471-7184

Reinforced Iron Workers Local Union No 818
3100BanksvilleRd-341-0411

**RETAIL STORE EMPLOYEES UNION LOCAL 1407** 951PennAv ----------471-3470

Salesmen & Allied Workers Local Union 131
RenshawBldg-471-6642

**SERVICE EMPLOYEES INTERNATIONAL UNION AFL CIO**
PennCenterBlvdWilkinsTwp-824-7752

Sheet Metal Workers Local 12 J A C
ParkwayW-923-1155

Sprinkler Fitters Local 542
2987BabcockBlvd-931-2241

**STEAM FITTERS UNION**
Local Union No 449
2961 W LibertyAv ----------563-4044

Steelworkers International Employees Independent Union ArrottBldg ----281-7469

**STONE MARBLE TERRAZZO & TUCK POINTERS' UNION NO 33 OF PENNA**
Telephone Answers 24 Hours
Law&FinanceBldg ----------281-1978

**TAXI CAB DRIVERS UNION LOCAL 128**
Jos Armand Pres
A DelGaudio Sec-Treas
ClarkBldg ----------471-2925

Tile Helpers Local 20 300BeverlyRd --563-6616

Transport Workers Union AFL-CIO Local No 2044 1327PennAv----------471-8166

Treasurers & Ticketsellers Local No 862
956 LibertyAv 391-3677

Typographical Union No 7 133 1Av--261-0116

UAW-CIO Allis Chalmers Local 1036
3212BrightonRd-761-0450

U A W Local 1001 3George--------771-0909

**U A W SUB-REGIONAL OFFICE REGION 2-A**
14Wood-261-4604

United Auto Workers Local 1020
UAWAFLCIO
303 S TrentonAv-371-4277

UNITED DEPARTMENT STORES EMPLOYEES UNION LOCAL 101 AFL-CIO InvestmentBldg ----------471-1861

United Electrical Radio & Machine Workers of America
District No 6
480 LincolnHwyNorthVersailles-351-2334
Local 610 522Station ----------271-6614
Local 610 Switch & Signal Div
2000Waverly-271-4434
Local 610 522Station Wilmerding--823-5685

**UNITED MINE WORKERS OF AMERICA DISTRICT NO 5**
PRESIDENT DISTRICT NO. 5
MICHAEL BUDZANOSKI
SECRETARY AND TREASURER
JOHN SEDDON
COMPENSATION DEPT. MGR.
JOHN WUSELS
938 Penn Av ----------281-9300

**UNITED PLANT GUARD WORKERS OF AMERICA LOCAL 502**
2202 OrioleMcKeesport-672-2645

United Postal Workers Of Western Pa
933PennAv-201-1518

**UNITED SLATE TILE & COMPOSITION ROOFERS DAMP & WATERPROOF WORKERS ASSN**
Local Union No 37
MartinBldg ----------322-2166

**UNITED STEELWORKERS OF AMERICA**

Home of
International Headquarters
"FOR INFORMATION CALL"
**UNITED STEELWORKERS OF AMERICA** CommwlthBl ----------471-5254

United Steelworkers Of America
International Headquarters
CommwlthBl-471-5254

District & Sub-District Ofcs
District 15
633 LongRunRdMcKeesprt-462-1515
District 19 400 LockTarentum ---367-4544
Sub-District 19 191 43St ------682-8205
Sub-District 19 245Sycamore ----782-1889
Sub-District 20 114&Brighton ----431-5787
Sub-District 20 BaldwickRd ----921-9100

Local Union Offices
Heppenstall L U 1001
149 45St-681-1220
Mesta Machine Company L U 7174
415WBAv-462-7480

United Telegraph Workers-AFL-CIO
RenshawBldg-281-8988

United Transportation Union Conductors Committee B O R R
4143BrownsvleRd 884-2622

United Transportation Union General Committee Of Adjustment
P&LETerminalAnnex-471-9152

United Transportation Union General Committee Of Adjustment
WilliamPennHotel-471-2218

United Transportation Union General Committee Of Adjustment Union Railroad
2201ArdmoreBlvd-271-7476

United Transportation Union Local 1628
2201ArdmoreBlvd-351-0441

Upholsterer's International Union Locals 10 & 157 17Federal ------231-0855

Warehouse Union Local 636 I B T C W & H
1311PennAv-281-3130

Western Pennsylvania Joint Council No 20 AFL-CIO ClarkBldg ----------471-0690

Western Pennsylvania Operating Engineers Joint Apprenticeship & Training Program
4156 LibraryRd 561-6361

Window Cleaners Union Local No 16
JenkinsArcade-471-4116

## Human Resources

Social Studies teacher.

Economics teacher.

## Material Resources

Film: Labor Movement: Beginnings and Growth in America SM2 589.12 13 min.
Traces the development of the organized labor movement from post-Civil War beginnings to World War I, describing the dramatic events and personalities which characterized it during this period. Discusses the methods by which labor sought to achieve its goals in the changing national economy within a framework of changing relationships between management and labor.

Film: Working Together--A Case History in Labor Management Cooperation
SM2 576.27 24 min.
The story of a nine-year give-and-take struggle between labor and management in an American industrial plant. Re-enacts the first hostile meeting between labor and management representatives; the incidents leading to a strike and its settlement; and the gradual development of an effective working relationship which resulted in increased productivity, higher wages, and better working conditions.

Film: A Local Union SM3 576.23 26 min.
Presents a dramatized story of how a machinist's union presents its problems to management and how agreements are reached through discussion. Explains how union officers are elected, their responsibility to union members, their function in labor--management meetings.

Filmstrip: Growth of American Labor F176.8

Our American Economy, Lindholm and Driscoll--available from school library.

Economics, U.S.A., Leith and Lumpkin.

Labor Law, Carl Rachlin.

Debate: Resolved: Workers who do not belong to a union benefit from union activities.

Debate: Resolved: Seniority should be the only basis for promotion within a company.

# JOB AND CAREER DEVELOPMENT

## JOB AND CAREER DEVELOPMENT

Objective: To enable a person to constantly evaluate himself to improve and better his standing.

Motivation Activity: Have the students list on the blackboard reasons for wanting to improve and advance in their career. Discuss these and explore the necessity of resigning to get a better job, the possibility of getting additional education, etc. Be certain they are informed of the right and wrong ways to pass through these transition periods.

Developing Core: People may at some time become unhappy in their work career. They may wish to further their knowledge in order to improve on the job or get a better job. Getting this knowledge will probably take some time, effort, determination, and perhaps money. This additional knowledge can be gained through the company or plant training programs, through college or junior college, through home study, etc.

Many people will desire a raise or a promotion from time to time. If you have performed well and have given a beneficial service to the company, you will probably get it. Since they do not always come automatically, the following suggestions may aid in a person getting a salary increase --or a promotion.

1. Explain the best part of your job.
2. Know what you like least and why.
3. Produce evidence of the quality and quantity of your work.
4. Show your improvement and how you benefit the organization.
5. Your past performance will speak for itself.
6. Be able to state the specific job you desire in a promotion or a specific salary increase. Your ideas must be in line with your interests, experience, and preparation.
7. Before you present your case, be prepared.
8. Be objective in discussing your request.
9. If you are refused, do not quit.
10. Re-evaluate yourself and then decide what to do.

Most people will have an occasion to resign from a job at sometime. There are two major reasons a person might resign: you may have a better job offer or you may be dissatisfied with your present job. In any case, it is wise

to have a new job offer before resigning from your old position. There are two ways of resigning: written and oral resignation. There are two reasons for giving a proper resignation: respect of the employer and a possible recommendation, and self-respect by doing the right thing.

LETTER OR RESIGNATION: Should include the exact date you will be leaving (in most cases, a two week notice is expected)--the true reason you are leaving such as opportunity for advancement, more money, etc.--express your appreciation for the job--and what you gained from the work experience.

ORAL RESIGNATION: Should state why you are leaving--mention what you liked about the job--state your appreciation--be as polite and courteous as the day you were hired --say goodbye on the last day of work. Do not state your dissatisfaction unless the employer asks you to--do not criticize your employer to the other employees--do not slack off on your job after giving your resignation.

Many alternates are available to the young person who wishes to gain additional knowledge. The following thoughts should help this person.

1. CONNELLEY SKILL AND LEARNING CENTER--located near the Civic Arena in Pittsburgh--see Appendix VI for information and course offerings --this program is available free to Pittsburgh residents.
2. ALLEGHENY COUNTY COMMUNITY COLLEGE--located near Allegheny High School on the North Side of Pittsburgh--telephone the school for all types of information.
3. COMPANY OR PLANT TRAINING PROGRAMS--investigate the opportunities in the business in which you are working--also, investigate the company policy on paying your tuition to some school.

Other Activities:

Have the students list the opportunities in the Pittsburgh area for gaining additional knowledge. Discuss these.

Invite a representative of the Connelley Skill Learning Center to speak to the group and/or arrange a visit to the Center.

Invite a representative of the Allegheny Community College to explain their programs and/or arrange to visit the North Side Campus.

Have the students write a letter of resignation.

## Human Resources

School counselors.

English teacher.

## Material Resources

Film: Your Life's Work SM 444.20 22 min.
Describes special qualifications required for the better jobs.

CONSUMER ECONOMICS

# CONSUMER ECONOMICS

Objective: To describe ways in which a person can stretch his income by applying principles of wise buying.

Motivation Activity: Have each student in the class keep notes on the amount of money they spend during an entire day. They should keep details on how they spent their money. Have the class compare how they spend money. One person in the class should show wise use of income. Let the class discover this.

Developing Core: The following outline should serve as a guide for this unit. The amount of time available should determine the depth you wish to discuss each topic.

I. Pricing factors affect consumers
   - A. Different kinds of sellers
     1. Department stores
     2. Specialty shops
     3. Chain stores
     4. Door-to-door salesmen
     5. Discount houses
     6. Cooperatives
     7. Others
   - B. Different market factors
     1. Competition
     2. Supply and demand
     3. Location
     4. Services such as guarantee and return privileges
     5. Overhead costs
   - C. Quality and value
     1. Brand names, advantages and disadvantages
     2. Grade labels for meats and canned products
     3. Thread counts and weights for cotton cloth
     4. Weight and content of packaged products such as soap
   - D. Advertising
     1. Who pays for ads?
     2. Responsible or irresponsible advertising
   - E. Consumer credit
     1. Advantages and disadvantages of charge accounts

a. 30-day accounts
b. Revolving charge accounts
c. Installment accounts
d. Other sources of credit such as check credit, etc.

II. Sources of consumer information
A. Organizations which test consumer goods
1. Consumer's Research
2. Consumer's Union
3. Others
B. Organizations which test products
1. Good Housekeeping magazine
2. Underwriter's Laboratory
3. American Medical Association
4. Others

Other Activities:

Appoint a committee to shop for a name brand appliance in at least three different kinds of stores such as a department store, chain store, and discount store. Have committee report on advantages and disadvantages of buying appliances at each kind of store (price, service, credit, etc.).

Have students report on "Truth in Lending" legislation.

Have students price a certain item (32 oz. bottle of ketchup) at their local store or supermarket. Have them list the store and the price on the chalkboard for comparison. When a student asks why prices are different, have them return and ask the store owner or manager. Perhaps one of these storekeepers will come in and answer questions from the class on pricing. If not, discuss different market factors which may influence prices of these various sellers.

Invite a speaker from the Better Business Bureau, Grant Building, Pittsburgh, to speak to the group on their organization. Obtain pamphlets listed below for the class. Discuss the pamphlets.

1. FACTS YOU SHOULD KNOW ABOUT BORROWING.
2. DON'T DO BUSINESS WITH A "BAIT ADVERTISER."

Discuss advantages and disadvantages of advertising for the consumer: reduced cost, education, information, increased living standards, etc.

Discuss sources of consumer information. Examine copies of Consumer's Research, Changing Times, etc.

Plan a class activity such as a field trip or a picnic. Figure the amount of income first by voting how much each student will contribute. List all proposed expenses. Estimate total cost of activity and balance the budget by adjusting expenses. A committee or committees might work more efficiently on this activity.

## Human Resources

Sales/Merchandising or Distributive Education teacher.
Home Economics teacher.
Allegheny County Department of Consumer Protection.

## Material Resources

Filmstrip: New Look at Budgeting F 76.1 88 fr color

Filmstrip: Managing Your Clothing Dollars F 76.1 63 fr color

Film: Your Thrift Habits SM 445.3 11 min.
When Tony wants to buy a new camera, his father helps him establish good thrift habits. Tony learns to distinguish between fixed and flexible expenses. Thus, he is able to save for both short-range and long-range goals. Learning to manage his money, Tony begins to understand that thrift is the absence of waste.

Film: Why Budget SM 476.2 11 min.
Discusses the importance of the budget to individuals and families of all income levels. Explains what the budget is, how it is set up in relation to needs and income, what is to be gained by following a well-planned budget.

Film: Consumer Protection SM 417.0 10 min.
Illustrates the practical value of consumer services with a comparison of buying habits of two families, the Whites and the Kings. Harry White and his wife, who buy everything on the superficial basis of price and appearance alone, often find that they've made the foolish purchases. But the Kings, who take advantage of the wealth of information available from both government and private consumer services are adequately protected in their buying, and enjoy an improved standard of living.

Film: Consumers Want to Know SM 3 417.9 30 min.
Presents a factual day-by-day account of how the Consumer Union functions, how a test project is carried from start to finish, how Consumer Reports is produced, and how the Consumer Union speaks for consumers at Washington hearings.

Film: Too Good to be True SM2 417.8 20 min.
Better Business Bureau film with Bud Collier. Shows some dishonest and unethical advertising and business practices such as "nailed-to-the-floor-techniques" used to get customers into the store with no intention of selling the advertised items. These "Bait and Switch" techniques are not common practice yet prevalent enough that the consumer must be on the alert and watch for them.

Film: Installment Buying SM 417.1 10 min.
Gives answers to three questions before buying on credit: Is the article worth buying on installment? Can I afford it? Am I getting the best installment terms?

Film: Most For Your Money SM2 417.5 14 min.
Two representative problems--a girl purchasing a new sweater, a boy selecting a power saw--illustrate the basic principles of sound consumer buying.

# APPENDIX I

CHAMBER OF COMMERCE OF GREATER PITTSBURGH • FOUNDED 1874 •

PITTSBURGH
MARKET

# INFORMATION

INDUSTRY
IN THE
PITTSBURGH
AREA

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The Pittsburgh area, so long dependent upon two industries - steel and coal - now relies on a diversification of industries and the "know how" of extensive research and testing behind the industrial processes for its long-range economic health and welfare.

Pittsburgh, not one of the largest Metropolitan Areas of the nation in area and population, stands tall among the huge manufacturing districts - ranking 14th in the number of industrial plants, 8th in the number of industrial workers; 7th in industrial payroll; and 9th in value added by manufacture.

Pittsburgh is a prime producer of steel - and also makes much of the materials and products used in construction, mining, heavy manufacturing and the making of consumer goods.

Although Pittsburgh is known the world over for its great output of steel, the area has seen increased diversification and sophistication of its industry over the past few years, in order to reduce its economic dependence upon the production of that commodity. Steel, however, still is number one in any assessment of the area's industry and gives Pittsburgh the distinction of being one of the nation's top producers, since nearly one fifth of the steel-making capacity of the United States is still located in the rather confined 50-mile area defined as the Pittsburgh District - which produces almost 20% of the national tonnage. Of a total of 2,424 large and small manufacturing plants in the metropolitan area, 155 plants produce steel and provide work for 131,000 steelworkers.

The fact that Metropolitan Pittsburgh keeps expanding its industrial community is not so well known. However, over 6,000 different products are coming out of plants utilizing the skills of 259,218 men and women, whose combined income exceeds $2.1 billion a year.

Heavy machinery, electrical machinery, steel mill machinery, railroad brakes, mine safety equipment, and all kinds of electrical equipment; fabricated metal products, coal, coke, and chemical products; petroleum products; food and food products; apparel and related products, paper products, printing and publishing; lumber and wood products, furniture and fixtures; and instruments and related products carry the "MADE IN PITTSBURGH" label.

The investment made by industry in the economy of the Pittsburgh area increases each year. For instance, 10 years ago in the Metropolitan Area, the value of production was $6.8 billion; value added by manufacture amounted to $3.2 billion, and wages to $1.8 billion.

The most recent statistics show value of production at $8.8 billion, value added by manufacture at $4 billion, and wages, $2.1 billion.



--over

Always progressive, the area has encouraged more light manufacturing to offset some of the economic reliance on heavy industry by the development of many successful industrial parks. Already housing industrial firms, or in the planning stage are more than 36 of these highly attractive and strategically located parks where light, airy, modern buildings grace handsome tracts of land.

Research and development - a relatively new industry - has grown to the third largest in the Pittsburgh area, employing over 15,000 in the four-county Metropolitan Area; and over 20,000 technical and support people in the nine-county Pittsburgh Economic Area. Many of the nation's largest industrial firms have research and testing laboratories in the community.

Pittsburgh is also the THIRD largest headquarters city in the United States, taking pride in the fact that 16 of the nation's greatest corporations choose Pittsburgh as their headquarters.

Pittsburgh's nuclear industry, steadily growing since the early 1950's, and recognized as one of the nation's leading centers of nuclear research, employs between 10,000 and 15,000 persons.

The expectation for Pittsburgh's industrial future is bright. According to recent surveys, manufacturing firms plan to increase their capital outlays. For 1972, an 8% increase in spending over 1971 is expected by Pittsburgh area firms. The improvement is expected to be due solely to anticipated higher spending by producers of hard goods(notably primary metals), while producers of soft goods expect a reduction in spending for the second consecutive year.

PITTSBURGH

MARKET

# INFORMATION

*PITTSBURGH LABOR MARKET

1966, 1967, 1968, 1969, 1970

Total Manufacturing Wage & Salary Employment in the Pittsburgh Labor Market Area, by Industry -----

| INDUSTRY | ANNUAL AVERAGE (Est.) (In thousands) 1966 | 1967 | 1968 | 1969 | 1970 |
|---|---|---|---|---|---|
| TOTAL CIVILIAN WORK FORCE | 933.9 | 950.9 | 961.8 | 975.7 | 986.6 |
| TOTAL UNEMPLOYMENT | 27.6 | 29.7 | 27.0 | 24.4 | 35.9 |
| % Civilian Work Force Unemployed | 3.0 | 3.1 | 2.8 | 2.5 | 3.6 |
| TOTAL EMPLOYMENT | 904.1 | 918.3 | 932.5 | 950.0 | 949.1 |
| FARM EMPLOYMENT | 8.1 | 8.1 | 8.0 | 6.0 | 6.1 |
| NONFARM EMPLOYMENT | 895.9 | 910.2 | 924.5 | 944.0 | 943.0 |
| SELF-EMPLOYED, UNPAID FAMILY & DOMESTIC WORKERS | 73.4 | 70.3 | 69.2 | 69.2 | 68.2 |
| NONFARM WAGE & SALARY WORKER EMPLOYMENT | 822.6 | 839.9 | 855.3 | 874.8 | 874.9 |
| ALL MANUFACTURING INDUSTRIES - TOTAL | 293.0 | 290.7 | 288.6 | 289.4 | 278.3 |
| ALL NONMANUFACTURING INDUSTRIES - TOTAL | 529.5 | 549.1 | 566.7 | 585.4 | 596.5 |
| Mining | 8.9 | 9.1 | 8.4 | 8.7 | 8.9 |
| Bituminous coal mining | 7.9 | 8.0 | 7.4 | 7.8 | 8.0 |
| Other mining | 1.0 | 1.1 | 1.0 | 1.0 | 1.0 |
| Contract construction | 39.7 | 41.6 | 44.0 | 44.7 | 42.8 |
| Transportation | 35.2 | 35.2 | 35.8 | 36.2 | 35.6 |
| Public Utilities | 21.5 | 21.9 | 22.5 | 23.2 | 23.8 |
| Communications | 10.1 | 10.3 | 10.4 | 10.6 | 11.1 |
| Other public utilities | 11.4 | 11.6 | 12.1 | 12.6 | 12.7 |
| Wholesale & retail trade | 161.0 | 162.8 | 168.8 | 174.7 | 177.5 |
| Wholesale trade | 42.5 | 43.1 | 43.9 | 44.0 | 44.1 |
| Retail trade | 118.5 | 119.7 | 124.9 | 130.7 | 133.4 |
| General merchandise stores | 29.0 | 30.1 | 31.7 | 33.4 | 34.3 |
| Food stores | 20.9 | 20.8 | 21.4 | 22.1 | 22.0 |
| Other retail stores | 68.6 | 68.8 | 71.7 | 75.3 | 77.2 |
| Finance, insurance & real estate | 34.1 | 35.5 | 36.2 | 36.9 | 37.9 |
| Banking | 10.8 | 11.1 | 11.2 | 11.8 | 12.3 |
| Insurance | 10.6 | 11.3 | 11.4 | 11.2 | 11.4 |
| Other finance & real estate | 12.2 | 13.2 | 13.5 | 14.0 | 14.3 |
| Service & miscellaneous | 136.0 | 143.7 | 149.3 | 155.2 | 159.7 |
| Government | 93.2 | 99.3 | 101.8 | 105.8 | 110.3 |
| Federal | 17.2 | 17.7 | 17.7 | 17.7 | 18.3 |
| State & local | 76.0 | 81.6 | 84.0 | 88.1 | 91.9 |

*Pittsburgh Labor Market Area covers Allegheny, Beaver, Washington and Westmoreland Counties.

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PITTSBURGH LABOR MARKET

Total Manufacturing Wage and Salary Employment in the Pittsburgh Labor Market Area, by Industry ----

| INDUSTRY | ANNUAL AVERAGE (Est.) (In thousands) 1966 | 1967 | 1968 | 1969 | 1970 |
|---|---|---|---|---|---|
| ALL MANUFACTURING INDUSTRIES - TOTAL | 293.0 | 290.7 | 288.6 | 289.4 | 278.3 |
| DURABLE GOODS | 248.0 | 244.9 | 241.6 | 242.0 | 231.8 |
| Lumber & wood products & furniture & fixtures | 2.8 | 2.7 | 2.6 | 2.5 | 2.4 |
| Lumber & wood products | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 |
| Furniture & fixtures | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Stone, clay & glass products | 20.3 | 19.3 | 19.0 | 19.4 | 17.9 |
| Primary metals | 131.0 | 125.5 | 122.8 | 122.0 | 115.4 |
| Fabricated metal products | 27.3 | 27.2 | 26.9 | 26.4 | 25.8 |
| Nonelectrical machinery | 19.5 | 20.4 | 20.0 | 20.6 | 20.5 |
| Electrical machinery | 29.3 | 31.8 | 32.3 | 33.6 | 32.7 |
| Transportation equipment | 7.9 | 7.3 | 6.6 | 7.1 | 7.4 |
| Instruments & related products | 5.5 | 5.7 | 5.9 | 5.9 | 5.9 |
| Miscellaneous manufactures & ordnance | 4.4 | 5.1 | 5.6 | 5.5 | 3.7 |
| NONDURABLE GOODS | 45.0 | 45.9 | 46.9 | 47.3 | 46.6 |
| Food products | 17.7 | 17.7 | 17.6 | 17.[illegible] | 16.6 |
| Apparel & related products | 3.4 | 3.3 | 3.3 | 3.3 | 3.1 |
| Paper products | 3.8 | 3.7 | 3.9 | 4.3 | 4.2 |
| Printing & publishing | 7.8 | 8.3 | 8.6 | 8.7 | 8.7 |
| Chemical products | 7.6 | 7.8 | 7.8 | 8.0 | 8.0 |
| Oil & coal products | 1.7 | 1.8 | 2.0 | 2.0 | 2.1 |
| Other nondurable goods | 2.9 | 3.2 | 3.7 | 4.0 | 3.9 |

Source: Pennsylvania State Bureau of Employment Security, Pittsburgh Office.

PITTSBURGH

MARKET

# INFORMATION

1970 INDUSTRIAL CENSUS

ALLEGHENY COUNTY

(Money figures in Thousands of Dollars)

| | Total Establ. | Number Employees | Payroll | Value added by Mfg. | Capital Expend. |
|---|---|---|---|---|---|
| ALLEGHENY COUNTY | 1,466 | 147,170 | $ 1,289,039 | $ 2,352,476 | $ 178,342 |
| Major Manufacturing Industries | | | | | |
| Food and kindred products | 206 | 14,263 | 104,210 | 227,356 | 6,159 |
| Apparel and related products | 48 | 1,060 | 5,258 | 8,711 | 258 |
| Lumber and wood products | 26 | 277 | 1,992 | 5,396 | 40 |
| Furniture and fixtures | 44 | 1,306 | 8,826 | 16,001 | 459 |
| Paper and allied products | 23 | 2,747 | 18,767 | 40,055 | 2,329 |
| Printing, publishing and allied products | 261 | 6,507 | 56,196 | 95,287 | 2,863 |
| Chemicals and allied products | 69 | 3,664 | 32,361 | 70,339 | 8,061 |
| Petroleum refining and related industries | 19 | 569 | 5,201 | 11,228 | 1,270 |
| Rubber and miscellaneous plastics products | 32 | 1,563 | 9,962 | 17,097 | == |
| Stone, clay, and glass products | 97 | 5,084 | 43,609 | 86,276 | 6,001 |
| Primary metal industries | 74 | 53,303 | 476,636 | 917,341 | 100,124 |
| Fabricated metal products | 221 | 12,561 | 103,763 | 188,267 | 7,496 |
| Machinery, except electrical | 177 | 15,978 | 149,927 | 253,693 | 17,544 |
| Electrical machinery, equipment and supplies | 49 | 16,378 | 163,797 | 248,348 | 13,924 |
| Transportation equipment | 19 | 5,708 | 57,621 | 81,334 | 5,397 |
| Instruments and related products | 40 | 2,740 | 23,385 | 41,108 | 1,377 |
| Miscellaneous manufactures | 50 | 1,896 | 14,352 | 23,085 | 2,937 |
| SELECTED PLACES | | | | | |
| CITY OF PITTSBURGH | 688 | 46,615 | $ 388,458 | $ 699,910 | $ 22,691 |
| CITY OF CLAIRTON | 10 | 4,886 | 44,272 | 33,235 | 6,904 |
| CITY OF DUQUESNE | 5 | 3,897 | 38,150 | 87,541 | 1 |
| CITY OF McKEESPORT | 33 | 8,050 | 68,190 | 140,329 | 14,234 |
| CARNEGIE BOROUGH | 25 | 1,628 | 13,520 | 27,363 | 1,070 |
| McKEES ROCKS BOROUGH | 22 | 2,535 | 20,052 | 42,247 | 2,192 |
| OAKMONT BOROUGH | 19 | 1,952 | 19,926 | 29,237 | 936 |
| SHARPSBURG BOROUGH | 18 | 593 | 5,312 | 9,873 | 563 |
| WILKINSBURG BOROUGH | 15 | 215 | 1,602 | 3,253 | 108 |

Source: Penna. Industrial Census Series. Release No. M-5-70
Penna. Dept. of Commerce.



Rev. 12/71

**Chamber of Commerce of Greater Pittsburgh**

# JOBS AND SKILLS

## 1969 SURVEY

Conducted during June of 1969, the annual Jobs and Skills Availability Survey shows demand for entry level personnel up substantially from last year and far exceeding supply for the fifth straight year. Demand for high school and technical graduates was particularly strong, reflecting the need for immediate personnel relief by employers faced with an extremely tight labor market.

In June employment in the Pittsburgh Standard Metropolitan Statistical Area (Allegheny, Beaver, Washington and Westmoreland Counties) reached its all time high, 962,000. Unemployment was very low (2.9%) despite the usual influx of students seeking summer work. A strong economy, high employment, and a small labor pool created many pressures that were reflected in higher wages, increased overtime, the use of marginal labor and, in terms of our study, in greater competition for the skills and energies of entry level personnel.

Virtually all of the major employers in the Greater Pittsburgh area participated in the 1969 Survey. Specifically, 231 companies employing 242,395 people returned completed questionnaires detailing their needs for entry level personnel in seventy-eight vocational categories. These cooperating companies employed 27.5% of the total nonfarm work force in the area. With the exception of Wholesale Trade, the sample within each of the nine Bureau of Labor Statistics industry categories was strong and permitted sound demand projections to be calculated. In the Manufacturing category, more than half of those employed were at work with companies represented in the Chamber Survey.

Total demand for new graduates in 1969 was 30,161, an increase of almost 50% over the 1968 demand figure, 20,270 and the highest total reported in the five years during which the survey has been conducted. Demand for graduates of four year colleges was down somewhat but 1969 demand for those with technical and special schooling beyond high school (1-2 years) was double that of 1968. There were heavy requirements for accountants, draftsmen, EDP personnel, nurses and stenographers. Major shortages of clerical and counter sales personnel could be predicted from a match of supply and demand entries on the 1969 chart. Among the trades, machinists and welders were in high demand. Hospitals reported many unfilled openings for unskilled personnel, as well as for those with specialized training in various medical support disciplines.

The bullish characteristics of the Pittsburgh area labor economy were noted in the report of labor supply and its post-training distribution, with 39.5% of the 27,705 high school seniors enrolled in the 102 secondary schools that participated in this year's survey indicating plans to continue their education at four year colleges. This figure was up more than 6% from last year. Of the others, 20.2% stated that they would continue their formal education--5.7% in technical schools, 3.6% in trade schools, 3.9% in nursing schools and 7.0% in junior colleges. The military services enrolled 3.7%, and only 23% or 6,758 planned to seek full time employment. Without reviewing the specifics of the demand figures, these 6,758 graduating seniors found 20,445 jobs available to them.

Of the 27,705 seniors graduating from the schools surveyed, 9,460 or 34.1% had completed a program of occupational-vocational-technical training. This compared favorably with last year's figure. New programs on the secondary level in Accounting, HVAC, Marketing, Electric Appliance Repair and Medical Technology were noted and were responsive to demand for personnel trained in these skills noted in previous surveys.

This year 33 business and technical schools provided data for the Jobs Skills Survey. Of the 6,025 enrolled in these schools, 83.6% planned to find full time employment after graduation. Nine per cent would continue full time study and 7.4% would immediately enter military service. While the programs at these schools are rich and varied, a continuing shortage of post high school trained draftsmen, stenographers, and medical support personnel existed.

The work of the Chamber of Commerce of Greater Pittsburgh in creating an awareness of the quality relationship that should exist between the demand for and the supply of entry level personnel was noted by Allegheny County Commissioner Chairman Leonard Staisey, when in August of this year he formed the Committee for Career Planning. This group was organized to first study the educational resources available to graduates of secondary schools in this area, and to develop new ways of acquainting these graduates with those training opportunities and the careers to which they lead. Next the Committee will work to identify the area's training needs and to create educational opportunities and programs related to those needs. The Committee should do much to direct training efforts toward areas of true need and to minimize duplication of training effort. Commissioner Staisey was prompted to form this Committee by the Chamber's Jobs Skills Survey and has asked its authors, Jay Jarrell and Ted Hleba, as well as Chamber president Howard Heimbach, to serve on the Committee along with representatives of County, City and parochial schools, and the private and public business and technical schools and junior colleges in the Greater Pittsburgh area.

This marks the fifth year of a projected five-year study of the supply and demand characteristics of the entry level labor market in the Pittsburgh SMSA. Plans are being made to analyze the five annual reports and to publish a full scale report of the trends noted. This will be a comprehensive study of demand by industry category, by entry level, and by vocation, and of the relationship of supply to this demand. The report will be made available to schools, to industry and to planning groups some time in 1970. □

| | SOURCE LEVEL – COLLEGE | | | | | | | | | | SOURCE LEVEL – POST HIGH SCHOOL | | | | | | | | | | SOURCE LEVEL | | | | | – HIGH SCHOOL | | | | | S | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MFG. | CONST. | TRANSP. | PUB. UTIL. | WHOLESALE | RETAIL | FINANCE | SERVICE | GOV'T. | * | MFG. | CONST. | TRANSP. | PUB. UTIL. | WHOLESALE | RETAIL | FINANCE | SERVICE | GOV'T. | * | MFG. | CONST. | TRANSP. | PUB. UTIL. | WHOLESALE | RETAIL | FINANCE | SERVICE | GOV'T. | * | MFG. | CONST. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | * | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | * | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | * | 1 | 2 |
| Accountants & auditor | 30 | 11 | | 15 | | 9 | 23 | 266 | 31 | 385 | 4 | 11 | 2 | 3 | | 17 | 14 | 38 | 26 | 115 | 2 | | | | | | | | | 21 | | |
| Air Conditioning & refrigeration | | | | | | | | 38 | 5 | 43 | | | | | | | | 19 | 10 | 29 | | | | | | | | | 5 | 5 | | |
| Auto-locomotive technician | | | | | | | | | | | | | | | | | | | | | | | 8 | | | | | | | 8 | | |
| Auto-& truck mechanic | | | | | | | | | | | | | 1 | | | | | 72 | | 91 | | 11 | 8 | | | 34 | | | | 53 | | |
| Auto body repairman | | | | | | | | | | | | | 4 | | | | | 38 | | 42 | | | 2 | | | 17 | | | | 19 | | |
| Automatic transmission repairman | | | | | | | | | | | | | | | | | | 19 | | 19 | | | | | | | | | | | | |
| Baker | | | | | | | | | | | | | | | | | | | 10 | 10 | | | | | | | | | | | | |
| Bookkeeper, cashier, teller | | | | | | | | 190 | | 190 | 4 | | 6 | | | | 20 | 57 | 52 | 139 | 14 | | | 3 | | 17 | 234 | 162 | 16 | 446 | | 220 |
| Bricklayer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 222 |
| Buyer & store department head | 6 | | | | | 243 | | | 5 | 254 | | | | | | | | | 5 | 5 | | | | | | | | | 10 | 10 | | |
| Carpenter | | | | | | | | | | | | | | | | | | | 5 | 5 | | | | | | | | | | | | |
| Chemist | 16 | | | | | | | | | 16 | | | | | | | | | | | | | | | | | | | 31 | 35 | 2 | |
| Chemical technician | 2 | | | | | | | | | 2 | | 33 | | | | | | | 36 | 69 | 4 | | | | | | | | | 4 | | |
| Clerk, general office | | | | | | | | | 26 | 26 | 10 | | 11 | 156 | | 5 | 47 | 608 | 109 | 1028 | 12 | | 23 | 8 | | 128 | 234 | 608 | 198 | 1211 | 2 | |
| Clerk, shipping & receiving | | | | | | | | | | | 2 | | | | | | | | 36 | 38 | 8 | | | | | | | | 69 | 77 | 2 | |
| Clerk, stock | | | | | | | | | | | | | | | | 680 | | | 16 | 696 | | | | | | 340 | | | 5 | 345 | | |
| Commercial artist | | | | | | | | | | | 4 | | | | | | | | 5 | 9 | | | | 3 | | 17 | | | | 20 | | |
| Cook | | | | | | | | | | | | | | | | | | | | | | | | 2 | | | | | 10 | 12 | | |
| Counterman | | | | | | | | | | | | | | | | | | 38 | | 38 | | | 38 | | | | | | 26 | 64 | | |
| Data Processing | 28 | | 8 | 9 | | | 8 | 236 | 10 | 299 | 182 | | 6 | 27 | | 60 | 35 | 504 | 109 | 923 | 16 | | 6 | 6 | | | | 76 | 182 | 286 | 6 | |
| Dietitian | | | | 3 | | | | | 26 | 29 | | | | | | | | | 5 | 5 | | | | | | | | | | | | |
| Drafting & design technician | 2 | | | | | | | | 5 | 7 | 32 | 187 | | 4 | | | | 504 | | 727 | 4 | | | | | | | 1425 | 36 | 1465 | 16 | |
| Driver, deliveryman & routeman | | | | | | | | | | | | | | | | | | 19 | | 19 | 26 | | 6 | 1 | | | | | 21 | 54 | 4 | |
| Driver, trailer-truck | | | | | | | | | | | | | | 11 | | | | | | 11 | | | 6 | | | | | | | 6 | | |
| Electrical appliance serviceman | 2 | | | | | | | | | 2 | | | | | | | | 38 | | 38 | | | | | | 25 | | | | 25 | | |
| Electrician | | | | | | | | | | | | | | | | | | | | | 4 | | 10 | | | | | 38 | 10 | 62 | 30 | |
| Electronic technician | 4 | | | 11 | | | | | 5 | 20 | 8 | | | 4 | | | | 38 | | 50 | 4 | | | | | | | | | 4 | | |
| Engineer, chemical | 14 | 11 | | 1 | | | | 57 | | 83 | | | | | | | | | | | | | | | | | | | | | | |
| Engineer, civil | 12 | 22 | | 6 | | | | 76 | 21 | 137 | | | | | | | | 95 | | 95 | | | | | | | | | | | | |
| Engineer, electrical, electronic | 30 | 22 | | 20 | | | 8 | 162 | | 242 | | 22 | | | | | | | | 22 | | | | | | | | | | | | |
| Engineer, industrial | 10 | | | 3 | | | | 19 | | 32 | 2 | 11 | | | | | | | | 13 | | | | | | | | | | | | |
| Engineer, mechanical | 80 | 11 | | 4 | | | | 190 | 5 | 290 | 2 | 66 | | | | | | 38 | | 108 | 2 | | | | | | | | | 2 | 2 | |
| Engineer, metallurgical | 32 | | | | | | | | | 32 | | | | | | | | | | | | | | | | | | | | | | |
| Fluid power technologist | 2 | | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | | 10 | |
| Furnaceman, smelter, pourer | | | | | | | | | | | | | | | | | | | | | | | | | | | | 38 | | 38 | 20 | |
| Graphic arts | 2 | | | | | | | | | 2 | | | | | | | | | | | 12 | | | | | | | | | 12 | | |
| Grinder, filler, buffer, polisher | | | | | | | | | | | | | | | | 255 | | | | 255 | | | | | | 1275 | | | | 1275 | | |
| Grocery clerk & checker | | | | | | | | | | | | | | | | | | | | | 2 | | | | | | | 19 | | 21 | 4 | |
| Heat treater, annealer, temperer | | | | | | | | | | | | | | 1 | | | | 38 | 5 | 44 | | | | | | | | | 5 | 5 | | |
| Heating & ventilating technician | | | | | | | | | | | | | | | | | | | 801 | 801 | | | | | | | | 760 | 374 | 1134 | | |
| Hospital: nurse, surgical | 4 | | | 1 | | | | 190 | 286 | 481 | | | | | | | | | | | | | | | | | | | 21 | 21 | | |
| Hydraulics technician | 2 | | | | | | | | | 2 | | | | | | | | | | | 2 | | | | | | | 76 | | 78 | 4 | |
| Inspector, tester, gager | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | |
| Instrumentation technician | | | | | | | | | | | | | | | | | | | 26 | 26 | 52 | | | | | | | 342 | 193 | 587 | | |
| Kitchen worker | | | | | | | | | 99 | 99 | 14 | | | | | | | | 62 | 76 | 12 | | | | | | | | | 12 | 18 | |
| Laboratory technician (Incl. med.) | | | | | | | | | | | 2 | | | | | | | | | 2 | 90 | | | | | | | | | 90 | 64 | |
| Machine tool operator | | | | | | | | | | | 2 | | | | | | | | | 2 | 62 | | | | | | | 266 | | 328 | 86 | |
| Machinist | 2 | | | | | | | | | 2 | 16 | | | | | | | | | 16 | | | | | | | | | | | 16 | |
| Mechanical design technician | 4 | | | | | | | | | 4 | 6 | | | | | | | | | 6 | 28 | | | | | | | | 31 | 59 | 34 | |
| Maintenance mechanic | | | | | | | | | | | 6 | | | | | | | | | 6 | | | | | | | | 38 | | 38 | 6 | |
| Millwright | | | | | | | | | | | 2 | | | | | | | | | 2 | 8 | | | | | | | | | 8 | 6 | |
| Molder & coremaker | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nuclear technologist | | | | | | | | | | | 2 | | | 1 | | | | | | 3 | 22 | | | | | | 53 | 38 | 5 | 118 | 4 | |
| Office machine: adding & others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paint chemist technician | | | | | | | | | | | | | | | | | | | | | 6 | | | | | | | | 10 | 16 | | |
| Painter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 5 | 5 | | |
| Pantryman | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | | |
| Patternmaker | | | | | | | | | | | | | | | | | | | | | 2 | | | | | | | | | | | |
| Porter & bellman | | | | | | | | | | | | | | | | | | | 36 | 36 | | | 6 | | | 136 | | | 312 | 454 | | |
| Physical & Occ. Therapist | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical science technologist | | | | | | | | | | | | | | | | | | | 21 | 21 | | | | | | | | | 5 | 5 | | |
| Plumber | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 8 | |
| Precision machine operator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 24 | |
| Roller & roll hand | | | | | | | | | | | | | | | | | | | | | 30 | | | | | | | | | 30 | 20 | |
| Practical Nurse | | | | | | | | | | | 6 | | | | | | | | | 6 | 60 | | 4 | 1 | | 3910 | | | | 3975 | | |
| Sales clerk | | | | | | | | | | | 6 | | | | | 68 | | | | 74 | 2 | 44 | 48 | | | 196 | | 590 | | 860 | | |
| Salesman, salesperson | 22 | | | 3 | | | | 266 | | 291 | 6 | | | | | | | | | 92 | | | | | | | | | | | | |
| Salesman, factory | 10 | | | 1 | | | | | | 11 | 86 | | | | | | | | | 86 | | | | | | | | | | | | |
| Secretary, stenographer | | | 2 | 1 | | | 20 | 76 | 10 | 109 | 94 | | 2 | 42 | | | 39 | 228 | 187 | 592 | 74 | 55 | 4 | 13 | | 51 | 117 | 475 | 156 | 945 | 2 | 22 |
| Service station attendant | | | | | | | | | | | | | | | | | | | | | | | | | | 43 | | | | 43 | | |
| Sheetmetal worker | | | | | | | | | | | 2 | | | | | | | | | 2 | 2 | | | | | | | | | 2 | 28 | |
| Stationary engineer | | | | | | | | | | | | | | | | | | | 16 | 16 | | | | | | | | | 31 | 31 | | |
| Stock clerk | | | | | | | | | | | | | | | | | | | | | 4 | | 2 | 1 | | 118 | | | | 125 | | |
| Technical writer | | | | 4 | | | | | | 4 | | | | | | | | | 16 | 16 | | | | | | 213 | | | 5 | 218 | | |
| Television & radio serviceman | | | | | | | | | | | | | | | | | | | | | | | | 7 | | | | | | 7 | 12 | |
| Toolmaker, die sinker, setter | | | | | | | | | | | 4 | | | | | | | | | 4 | | | | | | | | | | | | |
| Typist or clerk typist | | | | | | | | | | | 30 | | | | | | | | 142 | 172 | 124 | | 25 | 6 | | 43 | 234 | 1463 | 175 | 2272 | | |
| Welder or flame cutter | | | | | | | | | | | 2 | | | | | | | | | 2 | 38 | | | | | | | 57 | | 95 | 62 | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Activity Totals | 316 | 77 | 10 | 82 | | 252 | 59 | 1766 | 534 | | 532 | 330 | 50 | 251 | | 1165 | 155 | 2391 | 1736 | | 728 | 110 | 196 | 53 | | 6563 | 872 | 6470 | 2147 | | 500 | 464 |
| Source Level Totals | | | | | | | | | | 3096 | | | | | | | | | | 6610 | | | | | | | | | | 17139 | | |

Ⓧ Data for Wholesale Category has not been treated statistically because of an inadequate sample.

| SOURCE LEVEL | | | | | | SOURCE LEVEL – HIGH SCHOOL | | | | | | SOURCE LEVEL – TECHNICAL HIGH SCHOOL | | | | | | TOTAL DEMAND LEVELS 1-4 BY JOB and BUSINESS ACTIVITY | | | | | | | | TOTAL DEMAND LEVELS 1-4 JOB CLASS | SUBJECTS | 1969 GRADUATES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MFG. | CONST. | TRANSP. | PUB. UTIL. | WHOLESALE | RETAIL | FINANCE | SERVICE | GOVT. | | MFG. | CONST. | TRANSP. | PUB. UTIL. | WHOLESALE | RETAIL | FINANCE | SERVICE | GOVT. | | MFG. | CONST. | TRANSP. | PUB. UTIL. | WHOLESALE | RETAIL | FINANCE | SERVICE | GOVT. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | * | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | * | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | |
| 15 | 2 | | | | | | 19 | | 21 | | | | 1 | | | | | | 1 | 36 | 22 | 2 | 19 | | 26 | 37 | 323 | 57 | 522 | HIGH SCHOOL | |
| 29 | | | | | | | | 5 | 5 | | | | | | 34 | | 38 | 5 | 77 | | | | | | 34 | | 95 | 25 | 154 | | |
| | | | 8 | | | | | | 8 | | | | | | | | | | | | | 8 | | | | | | | 8 | Agriculture | 95 |
| 91 | | 11 | 8 | | 34 | | | | 53 | | | 4 | | | | | | | 4 | | 11 | 31 | | | 34 | | 72 | | 148 | Auto Body | 88 |
| 42 | | | 2 | | 17 | | | | 19 | | | | | | | | | | | | | 6 | | | 17 | | 38 | | 61 | Auto Diesel | 34 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | 19 | | 19 | Auto mechanics | 241 |
| 10 | | | | | | | | | | | | | | | | | 38 | | 38 | | | | | | | | 38 | 10 | 48 | Business education | 4283 |
| 39 | 14 | | | 3 | | 17 | 234 | 162 | 16 | 446 | | 220 | | | | | | | 220 | 18 | 220 | 6 | 3 | | 17 | 254 | 419 | 68 | 1005 | Cabinetry | 82 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | Chemical technology | 15 |
| 5 | | | | | | | | | | 6 | 222 | | | | | | | | 228 | 12 | 222 | | | | 243 | | | 10 | 487 | Civil construction | 63 |
| 5 | | | | | | | | 10 | 10 | | | | | | | | | 10 | 0 | | | | | | | | | 25 | 25 | Cosmotology | 105 |
| | | | | | | | | | | | | | | | | | | | | 16 | | | | | | | | | 16 | Data processing | 214 |
| 69 | 4 | | | | | | | 31 | 35 | 2 | | | | | | | 95 | | 97 | 8 | 33 | | | | | | 95 | 67 | 203 | Distributive education | 523 |
| 28 | 12 | | 23 | 8 | | 128 | 234 | 608 | 198 | 1211 | 2 | | | | | | | | 2 | 24 | | 34 | 166 | | 213 | 281 | 1216 | 333 | 2267 | Electricity | 163 |
| 38 | 8 | | | | | | | 69 | 77 | 2 | | | | | | | | | 2 | 12 | | | | | | | | 105 | 117 | Electronics | 258 |
| | | | | | | 340 | | | 5 | 345 | | | | | | | | | | | | | | | 1020 | | | 21 | 1041 | Food Services | 218 |
| 9 | | | | 3 | | 17 | | | | 20 | | | | | | | | | | 4 | | | 3 | | 17 | | | 5 | 29 | Industrial arts | 1041 |
| | | | | 2 | | | | 10 | 12 | | | | | | | | 38 | 10 | 48 | | | | 2 | | | | 38 | 20 | 60 | Instrumentation | 5 |
| 38 | | | 38 | | | | | 26 | 64 | | | | | | | | 19 | | 19 | | | 38 | | | | | 57 | 26 | 121 | Machine Shop | 158 |
| 23 | 16 | | 6 | 6 | | | 76 | 182 | 286 | 6 | | 10 | 4 | | | 148 | | 10 | 178 | 232 | | 30 | 46 | | 60 | 191 | 816 | 311 | 1686 | Mech. drawing | 776 |
| 5 | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | 31 | 34 | Metallurgy | - |
| 27 | 4 | | | | | | 1425 | 36 | 1465 | 16 | | | | | | | | | 16 | 54 | 187 | | | | | | 1929 | 41 | 2215 | Metal Shop | 195 |
| 19 | 26 | | 6 | 1 | | | | 21 | 54 | 4 | | | | | | | 380 | 5 | 389 | 30 | | 6 | 1 | | | | 399 | 26 | 462 | Pattern making | 6 |
| 11 | | | 6 | | | | | | 6 | | | | | | | | | | | | | 6 | 11 | | | | | | 17 | Shop | 144 |
| 38 | | | | | | 25 | | | 25 | | | | | | 17 | | | | 17 | 2 | | | | | 42 | | 38 | | 82 | Trowel trades | 39 |
| | 4 | | 10 | | | | 38 | 10 | 62 | 30 | | | | | | | | 31 | 61 | 34 | | 10 | | | | 38 | 49 | 123 | Welding | 87 |
| 50 | 4 | | | | | | | | 4 | | | | | | | | | | | 16 | | | 15 | | | | 38 | 5 | 74 | Commercial art | 156 |
| | | | | | | | | | | | | | | | | | | | | 14 | 11 | | 1 | | | | 57 | | 83 | Horticulture | 14 |
| 95 | | | | | | | | | | | | | | | | | | | | 12 | 22 | | 6 | | | | 171 | 21 | 232 | Other | 457 |
| 22 | | | | | | | | | | | | | | | | | | | | 30 | 44 | | 20 | | | 8 | 162 | | 264 | | |
| 13 | | | | | | | | | | | | | | | | | | | | 12 | 11 | | 3 | | | | 19 | | 45 | TOTAL | 9460 |
| 08 | 2 | | | | | | | | 2 | 2 | | | | | | | | 5 | 7 | 88 | 77 | | 4 | | | | 228 | 10 | 407 | | |
| | | | | | | | | | | | | | | | | | | | | 32 | | | | | | | | | 32 | BUSINESS & TECHNICAL | |
| | | | | | | | | | | | | | | | | | | | | 2 | | | | | | | | | 2 | SCHOOLS | |
| | | | | | | | | | | 10 | | | | | | | | | 10 | 10 | | | | | | | | | 10 | | |
| | | | | | | | 38 | | 38 | 20 | | | 1 | | | | | | 21 | 22 | | | 1 | | | | 38 | | 61 | Accounting | 53 |
| | 12 | | | | | | | | 12 | | | | | | | | | | | 12 | | | | | | | | | 12 | Advertising art | 10 |
| 55 | | | | | 1275 | | | | 1275 | | | | | | | | | | | | | | | | 1530 | | | | 1530 | Aircraft mechanics | 350 |
| | 2 | | | | | | 19 | | 21 | 4 | | | | | | | | | 4 | 6 | | | | | | | 19 | | 25 | Auto mechanics | 89 |
| 44 | | | | | | | | 5 | 5 | | | | | | | | | 5 | 5 | | | | 1 | | | | 38 | 15 | 54 | Auto Body | 52 |
| 01 | | | | | | | 760 | 374 | 1134 | | | | | | | | | 155 | 155 | 4 | | | 1 | | | | 950 | 1616 | 2571 | Barbering | 65 |
| | | | | | | | | 21 | 21 | | | | | | | | | | | 2 | | | | | | | | 21 | 23 | Clerical | 64 |
| | 2 | | | | | | 76 | | 78 | 4 | | | | | | | | | 4 | 6 | | | | | | | 76 | | 82 | Computer programming | 515 |
| | | | | | | | | | | 2 | | | | | | | | | 2 | 2 | | | | | | | | | 2 | Cosmetology | 576 |
| 26 | 52 | | | | | | 342 | 193 | 587 | | | | | | | | 57 | 26 | 83 | 52 | | | | | | | 399 | 245 | 696 | Data processing | 17 |
| 16 | 12 | | | | | | | | 12 | 18 | | | | | | | 95 | | 113 | 44 | | | | | | | 95 | 161 | 300 | Drafting | |
| 2 | 90 | | | | | | | | 90 | 64 | | | | | | | | | 64 | 156 | | | | | | | | | 156 | Architectural | 19 |
| 2 | 62 | | | | | | 266 | | 328 | 86 | | 10 | | | | | | | 96 | 152 | | 10 | | | | | 266 | | 428 | Electrical | 6 |
| 26 | | | | | | | | | | 16 | | | | | | | 95 | | 111 | 36 | | | | | | | 95 | | 131 | Mechanical | 205 |
| 6 | 28 | | | | | | | 31 | 59 | 34 | | | | | | | | 21 | 55 | 68 | | | | | | | | 52 | 120 | Structural | 24 |
| 6 | | | | | | | 38 | | 38 | 6 | | | | | | | | | 6 | 12 | | | | | | | 38 | | 50 | Dress Design | 66 |
| 2 | 8 | | | | | | | | 8 | 6 | | | | | | | | | 6 | 16 | | | | | | | | | 16 | Electrician | 29 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Electronics | 503 |
| 3 | 22 | | | | | 53 | 38 | 5 | 118 | 4 | | | | | | | 57 | 5 | 66 | 20 | | | 1 | | | 53 | 95 | 10 | 187 | Key Punch | 417 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Merchandising | 235 |
| | 6 | | | | | | | 10 | 16 | | | | | | | | 76 | 16 | 92 | 6 | | | | | | | 76 | 26 | 108 | Modeling | 120 |
| | | | | | | | | 5 | 5 | | | | | | | | | | | | | | | | | | | 5 | 5 | Mortuary science | 70 |
| | 2 | | | | | | | | 2 | | | | | | | | 19 | | 19 | 2 | | | | | | | 19 | | 21 | PBX | 60 |
| 36 | | | 6 | | 136 | | | 312 | 454 | | | | | | | | | 26 | 26 | | | 6 | | | 136 | | | 374 | 516 | Secretarial | 335 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Tool & Die design | 12 |
| 21 | | | | | | | | 5 | 5 | | | | | | | | | | | | | | | | | | | 26 | 26 | Typing | 52 |
| | | | | | | | | | | 8 | | | | | | | | | 8 | 8 | | | | | | | | | 8 | Welding | 55 |
| | | | | | | | | | | 24 | | | | | | | | | 24 | 24 | | | | | | | | | 24 | Dental Asst. | 11 |
| | 30 | | | | | | | | 30 | 20 | | | | | | | | | 20 | 50 | | | | | | | | | 50 | Nursing Asst. | 10 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Receptionist | 125 |
| 6 | 60 | | 4 | 1 | 3910 | | | | 3975 | | | | | | | | | | | 66 | | 4 | 1 | | 3910 | | | | 3981 | | |
| 74 | 2 | 44 | 48 | | 196 | | 590 | | 860 | | | | | | | | 95 | | 95 | 30 | 44 | 48 | 3 | | 264 | | 931 | | 1320 | TOTAL | 4145 |
| 86 | | | | | | | | | | | | | | | | | | | | 96 | | | 1 | | | | | | 97 | | |
| 92 | 79 | 55 | 4 | 13 | 51 | 117 | 475 | 156 | 945 | 2 | 22 | | | | | 20 | | | 44 | 170 | 77 | 8 | 56 | | 51 | 196 | 779 | 353 | 1690 | | |
| | | | | | 43 | | | | 43 | | | | | | | | 190 | | 190 | | | | | | 43 | | 190 | | 233 | | |
| 2 | 2 | | | | | | | | 2 | 28 | | | | | | | | 26 | 54 | 32 | | | | | | | | 26 | 58 | | |
| 16 | | | | | | | | 31 | 31 | | | | | | | | | 26 | 26 | | | | | | | | | 73 | 73 | | |
| | 3 | | 2 | 1 | 118 | | | | 125 | | | | | | | | | | | 4 | | 2 | 1 | | 118 | | | | 125 | | |
| 16 | | | | | 213 | | | 5 | 218 | | | | | | | | | | | | | | 4 | | 213 | | | 21 | 238 | | |
| | | | | | | | | | | | | | | | 51 | | | | 51 | | | | | | 51 | | | | 51 | | |
| 4 | | | | 7 | | | | | 7 | 12 | | | | | | | | | 12 | 16 | | | 7 | | | | | | 23 | | |
| 72 | 124 | | 25 | 8 | 43 | 234 | 1463 | 175 | 2272 | | | | | | | | | 26 | 26 | 154 | | 25 | 8 | | 43 | 234 | 1463 | 543 | 2470 | | |
| 2 | 38 | | | | | | 57 | | 95 | 62 | | | | | | | 342 | | 404 | 102 | | | | | | | 399 | | 501 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 728 | 110 | 196 | 53 | 6563 | 872 | 6470 | 2147 | | 500 | 464 | 24 | 6 | | 102 | 168 | 1634 | 408 | | 2076 | 981 | 280 | 392 | | 8082 | 1254 | 12271 | 4825 | | | |
| 10 | | | | | | | | | 17139 | | | | | | | | | | 3306 | | | | | | | | | | 30161 | | |

This 1969 Jobs and Skills Survey was prepared by Jay Jarrell of Strauss Personnel Service, chairman of the Chamber's Employment Services Committee, and Theodore Hleba, manager of the Chamber's Educational Affairs Division. The Survey is the fifth in a five-part annual study of the demand and supply characteristics of the Pittsburgh area labor market for entry-level skills.

This chart and analysis of the 1969 Survey is especially tipped into *Greater Pittsburgh*, and can be easily removed for your use.

JOBS FOR WHICH

A HIGH SCHOOL

EDUCATION IS PREFERRED,

BUT NOT ESSENTIAL

REPRINTED BY:

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF LABOR AND INDUSTRY
BUREAU OF EMPLOYMENT SECURITY

ES-3303 6-70

# JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS PREFERRED, BUT NOT ESSENTIAL

One-quarter of our young people do not finish high school today. For several years running, about 750,000 each year have dropped out. What do you do for a living if you are one of these? We have grown accustomed to hearing that the high school dropout is down on his luck; no job for him. But this is not always so. Here's a list of jobs that may be open to applicants who have no diploma. You should remember, though, that given a choice employers tend to choose the applicant with the most education and training. If you can finish high school, do! And then, look beyond to college before deciding you've had enough education.

This summary gives only the highlights from the descriptions in the Occupational Outlook Handbook. For many occupations, special talents, aptitudes, and personal characteristics are necessary. If you would like complete details on entry requirements and additional information on the employment outlook for all the occupations listed, consult the latest edition of the Handbook; it is published every other year by the U.S. Department of Labor's Bureau of Labor Statistics.

The Handbook contains the following information for over 700 occupations and 30 major industries:

* Nature of the work
* Training, other qualifications necessary for entry, and advancement possibilities
* Where employment opportunities are found
* Employment outlook through the 1970's
* Earnings and working conditions
* Where to obtain additional information

Reprints of all occupations in the Occupational Outlook Handbook are available separately at prices ranging from 5¢ to 20¢ or $9.25 for the complete set of 119 reprints. For a free price list, write to:

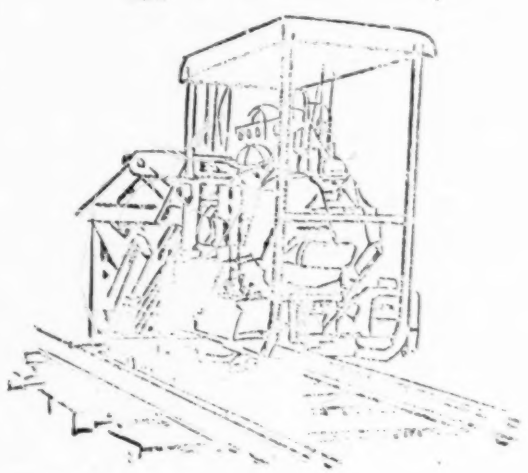
U.S. Department of Labor
Bureau of Labor Statistics
2220 GAO Building
Washington, D.C. 20212

| OCCUPATION (employment 1966) | QUALIFICATIONS AND TRAINING | EMPLOYMENT OPPORTUNITIES AND TRENDS |
|---|---|---|
| **Health Service Occupations** | | |
| Licensed Practical Nurse (300,000) | Usually must be 17 or 18 years old, have completed at least 2 years of high school and a State approved practical nursing course, and pass a licensing examination. | Strong demand; continuation of very rapid employment rise expected in the decade ahead. |
| **Clerical and Related Occupations** | | |
| Cashier (700,000) | Applicants who have taken distributive education or business subjects preferred. | Tens of thousands of openings yearly, but competition keen. Many opportunities for part-time work. Very rapid employment increase. |
| Shipping or Receiving Clerk (325,000) | Business subjects useful. | Thousands of openings annually. Many applicants, so keen competition. |
| **Sales Occupations** | | |
| Automobile Parts Counterman (60,000) | Most learn skills through job experience. | A few thousand openings yearly. Continued employment growth. |
| Salesman or Saleswoman (Retail Trade) (2,900,000) | Distributive education courses useful. | Many opportunities for full- or part-time work. Moderate increase in employment. |
| **Service Occupations** | | |
| Barber (205,000) | Most States require licensing for which applicants usually must be 16 (in some cases, 18), have completed 8th grade, and be a graduate of a State-approved barber school. | Several thousand openings annually. Moderate rise in employment. |
| Cook and Chef (650,000) | Skills usually learned on the job; courses in cooking schools an advantage for work in large hotels and restaurants. Some train as apprentices. | Excellent employment opportunities. Thousands of openings annually. |

| OCCUPATION (employment 1966) | QUALIFICATIONS AND TRAINING | EMPLOYMENT OPPORTUNITIES AND TRENDS |
|---|---|---|
| Cosmetologist (450,000) | License required. Usually applicant must be at least 16, and have completed at least 8th grade (in some States, 10th or 12th) and a State-approved cosmetology course. In some States, an apprenticeship may be substituted for the cosmetology course. | Job opportunities expected to be very good. Very rapid employment expansion. |
| Hospital Attendant (700,000) | For some jobs, mature workers preferred. Generally trained on the job. | Very rapid rise in employment. |
| Private Household Worker (2,250,000) | Ability to do general housework, usually learned at home. Should be able to read instructions and take telephone messages. | Excellent employment opportunities. Many thousands needed annually. Moderate employment rise. |
| Waiter and Waitress (970,000) | Two or 3 years of high school often preferred. Ability to do simple calculations needed. Neatness and calm disposition important. | Good opportunities. Majority of jobs for women; however, men preferred for jobs in formal dining establishments. |
| Building Trades | | |
| Asbestos and Insulating Worker (20,000) | Most learn through 4-year apprenticeship. | Several hundred openings annually. Moderate employment increase. |
| Bricklayer (175,000) | Can be learned on the job, but 3-year apprenticeship recommended. | Several thousand openings each year. Moderate rise in employment. |
| Carpenter (850,000) | Some learn skills informally on the job, but 4-year apprenticeship recommended. | Slow increase in employment, but many openings each year in this very large occupation. |
| Cement Mason and Terrazzo Worker (55,000) | Can be learned on the job, but 3-year apprenticeship recommended. | A few thousand openings each year. Moderate increase in employment. |
| Construction Laborer or Hod Carrier (725,000) | Little formal training required. Usually must be at least 16 and in good physical condition. | Many thousands of openings each year. Slow increase in employment. |
| Floor Covering Installer (35,000) | Many learn skills on the job, but a 3- or 4-year apprenticeship recommended. | Several hundred openings yearly. Moderate increase in employment. |
| Lather (30,000) | At least a 2-year apprenticeship recommended, though many learn trade informally. | About 1,000 openings annually. Moderate increase in employment. |
| Painter or Paperhanger (473,000) | Many acquire skill informally through on-the-job experience, but 3-year apprenticeship recommended. | Many thousands of openings each year. Slow increase in employment. |
| Plasterer (50,000) | A 3- or 4-year apprenticeship recommended. Many learn on the job. | A few thousand openings each year. Moderate increase in employment. |
| Plumber or Pipefitter (350,000) | A 5-year apprenticeship recommended, but many learn on the job. Trade or correspondence courses can be useful training aids. | Several thousand openings each year. Moderate increase in employment. |
| Roofer (60,000) | Many learn informally through on-the-job experience, but 3-year apprenticeship recommended. | A few thousand openings annually. Moderate increase in employment |
| Stonemason Marble Setter, and Tile Setter (30,000) | Many learn trade informally through on-the-job experience, but 3-year apprenticeship recommended. | Small number of openings yearly. Slow growth in employment. |
| Structural Ornamental and Reinforcing-Iron Worker (75,000) | A 3-year apprenticeship recommended. | A few thousand openings annually. Rapid increase in employment. |
| Driving Occupations | | |
| Busdriver, Local Transit (70,000) | Must be in good physical condition; chauffeur's license required in most States. | Small number of opportunities for new workers yearly, but overall employment expected to decline. |
| Routeman (255,000) | Applicants at least 25 years of age preferred. In most States, chauffeur's license needed. | Several thousand openings each year. Slight rise in employment. |
| Taxi Driver (85,000) | In general, must be over 21, have chauffeur's license, and special taxicab operator's license. Many companies prefer drivers to have at least 8th grade education. | Many opportunities for new workers, though number of cabs is declining. Instability of income causes high turnover. |
| Truckdriver, Local (1,150,000) | Generally, must be at least 21. In some cases, need only 8th grade education; in others, 2 to 4 years of high school. Must be in good physical condition and have a chauffeur's license. | Rapid increase in employment. |
| Truckdriver, Over-the-Road (620,000) | Must be at least 21, in good physical condition, and have a good driving record and a chauffeur's license. Many fleet operators hire only those over 25; some require 8 years of school; others, 10 or 12. | Thousands of new drivers needed each year. Rapid increase in employment. |

| OCCUPATION (employment 1966) | QUALIFICATIONS AND TRAINING | EMPLOYMENT OPPORTUNITIES AND TRENDS |
|---|---|---|
| Machining Occupations | | |
| Machine Tool Operator (500,000) | Usually learns skills on the job. | Little or no overall employment growth, but thousands of replacement openings yearly. |
| Mechanics and Repairmen | | |
| Appliance Serviceman (195,000) | Mechanical ability necessary. Skills learned on the job. | Thousands of openings yearly. Rapid increase in employment. |
| Automobile Body Repairman (95,000) | Most learn skills on the job. A 3- or 4-year apprenticeship recommended. | A few thousand openings annually. Moderate employment growth. |
| Automobile Mechanic (587,000) | Most learn skills on the job, though a 3- or 4-year apprenticeship recommended. | More than 20,000 job openings yearly. Moderate employment growth. |
| Bowling-Pin Machine Mechanic (7,000) | Many learn through brief course in factory school followed by on-the-job training. | A few hundred replacement openings each year. Little or no change in employment. |
| Diesel Mechanic (76,000) | Most train on the job. Some learn the trade through apprenticeship (usually 4 years). | Very rapid employment increase. |
| Electric Sign Serviceman (6,000) | Employers prefer high school graduates with electrical and mechanical aptitudes. Most learn skills on the job. | Several hundred openings annually. Rapid increase in employment. |
| Electrician (Maintenance) (235,000) | Skills learned either through apprenticeship (usually 4 years) or on the job. | An increase of a few thousand annually. |
| Farm Equipment Mechanic (40,000) | Many learn skills on the job; a few learn through apprenticeship. | About 2,300 openings yearly. Moderate rise in employment. |
| Industrial Machinery Repairman (150,000) | Most acquire skill informally through on-the-job experience; some through apprenticeship. | Several thousand openings annually. Moderate increase in employment. |
| Millwright (72,000) | Skill acquired either through apprenticeship (usually 4 years) or training on the job. | Several thousand openings yearly. Slow increase in employment. |
| Truck or Bus Mechanic (110,000) | Most learn on the job, but 4-year apprenticeship recommended. | A few thousand truck mechanics and a few hundred bus mechanics will be needed annually. |

| OCCUPATION (employment 1966) | QUALIFICATIONS AND TRAINING | EMPLOYMENT OPPORTUNITIES AND TRENDS |
|---|---|---|
| Hotels | | |
| Hotel Bellman or Bell Captain (25,000) | No specific education requirements, but high school an advantage for promotion to other hotel jobs. | Nearly a thousand openings annually, but relatively few for captain berths. Slow employment growth. |
| Hotel Housekeeper or Assistant (20,000) | No specific educational requirements, but many employers prefer applicants with at least a high school diploma. Courses in hotel housekeeping helpful. Requirements depend on size of hotel. | More than 1,000 openings yearly. Rapid employment growth. |
| Railroads | | |
| Railroad Brakeman (76,000) | No previous training required. | Several thousand openings annually. Employment expected to decline through the early 1970's but will stabilize or increase slightly in the late 1970's. |
| Railroad Bridge and Building Worker (14,000) | New employees usually receive training as helpers. | A small number of openings each year. Employment may stabilize or even increase slightly in the early 1970's. |
| Railroad Conductor (39,000) | Must have several years' experience as a brakeman and pass required examinations. | Employment expected to continue to decline in the early 1970's, and increase slightly in latter part of 1970's. |
| Railroad Track Worker (61,000) | Most railroads prefer workers 21 to 45 years of age. Must be able to read and write and do heavy work. A high school education desirable to advance to foreman. | Several thousand new workers will be hired annually. Decline in employment expected to continue. |



| OCCUPATION (employment 1966) | QUALIFICATIONS AND TRAINING | EMPLOYMENT OPPORTUNITIES AND TRENDS |
|---|---|---|
| Vending Machine Mechanic (15,000) | Skills usually learned through training on the job. | Moderate employment increase. |
| Watch Repairman (25,000) | Usually no specific educational requirements. Training available in watch repair and vocational schools. Some learn skills through apprenticeship, others on the job. | Many current openings due to longrun shortage of qualified workers. |
| Manual Occupations | | |
| Assembler (Factory) (785,000) | Should be in good physical condition and have some aptitude for mechanical work. Most learn skills on the job. | Slow increase in employment. |
| Automobile Painter (25,000) | Most learn on the job. A few learn through 3-year apprenticeship. | More than 1,000 openings yearly. Moderate employment growth. |
| Automobile Upholsterer (8,000) | Skills learned on the job. A small number learn through 3- or 4-year apprenticeship. | A few hundred openings annually. |
| Blacksmith (15,000) | Most learn in shop; others through 3- or 4-year apprenticeship. | Several hundred replacement openings annually, though overall employment will decline. |
| Boilermaking Worker (25,000) | Boilermakers often learn trade through 4-year apprenticeship; layout men and fit-up men usually acquire skills on the job. | About 600 replacement openings annually. Slow employment growth. |
| Electroplater (12,000) | Most learn skills on the job; some through 3- or 4-year apprenticeship. | A few hundred jobs open annually. Limited employment growth. |
| Furniture Upholsterer (30,000) | Skills learned on the job. High school courses in chair caning, furniture making, textile fabrics, and upholstery repair helpful. Manual and finger dexterity important. | Continuing shortage of workers. |
| Gasoline Service Station Attendant (360,000) | Must have driver's license and know simple arithmetic. | Several thousand full-time and part-time openings annually. Moderate increase in employment. |
| Jeweler or Jewelry Repairman (25,000) | Usually learned either through 3- or 4-year apprenticeship or training on the job. | Continuing shortage of workers. |
| Manufacturing Inspector (575,000) | Generally trained on the job. | Slow increase in employment. |
| Motion Picture Projectionist (15,000) | One to 2 years' apprenticeship usually required. | Slight increase in employment, but openings will be scarce in this relatively small occupation. |
| Photographic Laboratory Worker (Semiskilled) (30,000) | A few weeks to several months training on the job, depending on the particular job. | A few hundred openings annually. Many of the semiskilled jobs will be filled by women. Moderate employment increase. |
| Power Truck Operator (90,000) | Usually learns skills on the job. Some firms have training programs. | Moderate increase in employment. |
| Production Painter (155,000) | Most learn through training on the job. | Several thousand replacement opportunities annually. |
| Shoe Repairman (30,000) | Most workers learn on the job in large shoe-repair shops. Some vocational schools offer training. | Continuing shortage of workers. |
| Stationary Fireman (45,000) | Some cities and States require license. Skills can be learned on the job as a helper. | Few employment opportunities. Decline in employment. |
| Welder, or Oxygen and Arc Cutter (460,000) | Generally, several years of training on the job. Some less skilled jobs can be learned after a few months of training. | Several thousand new workers needed yearly. Rapid increase in employment. |
| Foundries | | |
| Foundry Coremaker (20,000) | A 4-year apprenticeship required to become skilled hand coremaker; training on the job sufficient for most machine coremaking jobs; at least an 8th grade education needed. | Several hundred openings annually, chiefly for replacements. Slow growth in employment. |
| Foundry Molder (55,000) | A 4-year apprenticeship required, and at least an 8th grade education. | About a thousand replacement openings annually. Little or no growth in employment. |
| Government--Post Office Occupations | | |
| Mail Carrier (190,000) | Must be citizen, 18 years of age (or 16 years, if high school graduate). Must pass civil service and physical examinations. | Many thousands of openings each year. Total number of jobs expected to increase moderately. |
| Postal Clerk (280,000) | Must pass written civil service examination and physical examination. Good memory essential. | Thousands of openings yearly. Moderate employment increase expected. |

**If I am sent to an employer and not hired immediately, but the employer calls me for a job some months later, am I liable for a fee?**

Yes. You were recalled because of the agency's original action in your behalf — they introduced you to the employer — and the full fee applies. This is covered in the agency contract and extends for a period of one year. Private employment agencies refer to this as "recall." The general rule is that if a job results from the services of the agency, the agency is entitled to a fee.

**Some positions are advertised as "Fee Paid." What does that mean?**

"Fee paid by the employer" is sometimes a source of misunderstanding and complaint, and should be fully explored and understood by the applicant. If a position is listed, advertised, or orally represented as "Fee Paid" then it should mean that the employer has agreed to pay the applicant's entire agency fee and there will be no fee whatsoever to the applicant if he fulfills the conditions of the contract. Remember this, however: If an applicant accepts a "Fee Paid" job and if he does not report for work, or is discharged for cause or leaves of his own accord, then the employer may refuse to pay the applicant's fee and the applicant may be required to pay the fee himself.

**If I apply for a "Fee Paid" position can I be sent out for another position?**

If you wish. This is a matter you must discuss with the employment counselor. And there are variations. For example, you may be referred to a "Fee Paid" position for which you are not chosen. The agency will continue to help you find employment, but the next appointment they arrange may well be for other than a "Fee Paid" position. Most agencies make this clear. The Bureau recommends that you understand the employer's position on paying your fee on each possible job.

**Do these rules apply to all agencies — commercial, industrial, domestic, theatrical?**

They apply specifically to agencies serving business. In a general way they deal with domestic agencies and much less so with theatrical agencies.



## and the BBB reminds you . . .

1) Read and fully understand your contract with the agency before signing.

2) If an agent gives oral promises of conditions contrary to those in the contract, be sure these are put in writing and signed by the agent.

3) Use an employment agency only if you are fully aware of and able to meet the terms of the contract governing fees.

4) Give careful consideration to the *acceptance* of a position. An *acceptance* automatically *means* an *obligation* to pay an agency *fee*.

5) If the agency wishes to distribute your resume to potential employers, inform the agency of any restrictions you wish observed as to the number or identity of companies to whom the resume is to be sent.

6) Be honest with the agency. If you withhold adverse information about your background, the truth will come out eventually and be more damaging than if you had been honest in the beginning.

7) Cooperate with the agency. It's to your advantage. When an agent sends you on an interview, let him know the result immediately. He may be able to tell you the company's reaction and possibly offer you advice based on the reaction.

8) If an agency has sent you to a company which has not requested applicants or listed an opening with the agency, have no further dealings with that agency. And report your experience to the BBB.

9) If in doubt, check the reputation of the agency with the Bureau before using its services. If you feel you have been unfairly dealt with by a private employment agency, write your complaint to the BBB.

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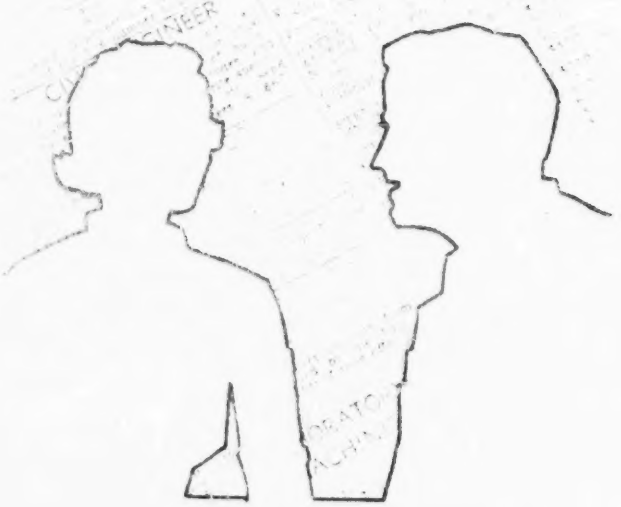
# the QUESTIONS we're asked and the ANSWERS we give about PRIVATE EMPLOYMENT AGENCIES in Pennsylvania



prepared as a public service by

THE BETTER BUSINESS BUREAU OF GREATER PITTSBURGH, INC.

230 Grant Building
Pittsburgh, Pa. 15219

## about employment agencies . . .

**What is an employment agency?**

Private employment agencies are an integral and important part of the nation's economic life. By bringing qualified candidates and the right job opening together, they fulfill a vital function for both business and the public.

**Who is a private employment agent?**

The private employment agent is a trained specialist who combines a thorough knowledge of the employment market with a skilled ability to interview applicants, evaluate their experience and channel them into suitable job openings.

When you present yourself to a private employment agency the person who interviews you and the people who will help to place you in a suitable position are usually referred to as counselors.

**What does a private employment agency do?**

It provides seven major services to the employer and the person seeking employment:

1) Interviews applicants and provides a professional appraisal of their strengths and weaknesses in pursuit of employment.
2) Provides applicants with specific details regarding the job opening and often furnishes information on the company and arranges interviews with employers.
3) Maintains contact with prospective employers to obtain listings of job openings.
4) Continuously reviews his files for qualified candidates to fill jobs as they are listed with the agency and advertises openings to attract applicants for jobs he cannot fill from his files.
5) Sets up personal interviews with employers.
6) May offer free counseling on preparation of resumes and suggestions on conduct at job interviews.
7) After interviews follows up with both employers and applicants to determine mutual interests, adjust any possible differences, and assist in advancing negotiations to a conclusion.

Unlike most professional services private employment agencies charge fees only upon successful completion of their service — acceptance of a position. If the applicant does not *accept* the position *there is no charge.*

**Are employment agencies regulated by law?**

Yes. Private employment agencies conform with the Employment Agency Law of the Commonwealth of Pennsylvania (Act No. 261, July 31, 1941, P.L. 616 as amended). They are licensed by and file bonds with the Commonwealth to assure fulfillment of their responsibilities.

And they regulate themselves; the key code of the industry is called the *Standards of Ethical Practices of the National Employment Association.* For over forty years the NEA and predecessor trade groups have fostered high standards of ethics in relations with applicants and employers.

**Why do agencies ask that a contract be signed?**

Agencies ask applicants to sign a contract for service. The terms of the contract are written out in full and you should ask for an explanation of any part of the contract that you do not understand. *Verbal promises should be written into the contract.*

**Do I get a copy of the contract?**

While the agency has no legal obligation to give you one most will do so upon request. The Better Business Bureau recommends always that you have a copy of any contract that you sign in this or any other field.

**After I've applied and signed a contract, what happens?**

The agency will seek to place you in a position suitable to your talents. It's in their interest as well as yours to place you so that the job will be permanent and will pay you as much as you can effectively earn.

The extent of their activity on your behalf depends on your qualifications, the agent's judgment, and the job market. It may vary from a simple matching of your background with the agent's current job listings to a thorough search of the job market through carefully prepared mailings of your resume. To perform these services effectively and conscientiously costs money. Agencies earn their money by a fee system for matching applicant and job.

## and most questions are asked about fees . . .

**What are the fees?**

The law in Pennsylvania permits each private employment agency to set its fees on permanent employment and it requires that those fees be filed and approved by the Department of Labor and Industry.

**Does the fee vary with the salary of the job?**

Yes. Fees are generally based on a percentage of the salary involved. For example, a usual fee for a stenographer with a starting salary of $3,600 would be $180 (5% of a year's salary) while a job in the $8,000 to $10,000 range might have a fee of 9% of the first year's salary.

**How is this payment arranged?**

*The fee becomes due immediately upon acceptance of employment.* Fees are generally payable and paid soon *after acceptance of an offer of employment.* But arrangements vary widely. Some agencies require payment immediately upon placement while others permit payments to begin when employment begins. Others arrange financing to enable applicants to spread their payments over as long as a year. Payment arrangements are separate from the obligation to pay and should be discussed with the employment counselor during the initial interview.

**What happens if I lose my job through no fault of my own?**

The Pennsylvania Employment Agency Licenses Bureau provides that, if an applicant loses his job through no fault of his own in ten weeks or less, the job shall be considered temporary and the temporary fee applies. In no case can this be more than the fee for permanent employment and any refund may be in cash or credit, *as you wish.*

**What happens if I take the job and quit after a week or am fired for cause?**

The full fee for the service is applicable.

**What happens if I take the position and change my mind before reporting for work?**

The full fee is due. This goes to the heart of the matter; the agency is paid *not for the job it gets you* but rather *for the service it renders.* In this case the service was rendered; a position was found, the applicant accepted, the employer accepted. The agency completed its commitment.

# APPENDIX II

OFFICE OF STUDENT
EMPLOYMENT

Since 1963, the Pittsburgh Board of Public Education has subscribed to the philosophy that job placement of students is one of its inherent responsibilities. Since that time, the school system has maintained an Office of Student Employment. Up until September of 1970, job placement services emanated from the Division of Pupil Services as a responsibility of counselors and school social workers. During the same period, the Division of Occupational, Vocational and Technical Education assumed the responsibilty of placing OVT graduates in full time positions, and other OVT students in Cooperative and Work-Study programs related to their particular skill-centered courses. The OVT placement operation involved the services of school- and central-based coordinators, while counselors, with the help of classroom teachers and school social workers, carried the responsibility of all other placements. The latter covered part-time, full-time, and vacation employment for students in attendance, dropouts, graduates, also work experience for the atypical student in need of adjustive services.

In September, 1970, <u>all</u> job placement activities were brought into a central office under an Associate Director for Student Employment. (Even though the Associate Director reports to the Director of OVT, the service transcends all departments.)

The Office of Student Employment is constantly concerned with ways and means of enhancing the total placement function. One of these is the development of an improved Central Job Bank.

The following forms and procedures are presented:

Pittsburgh Public Schools

Division Of OVT Education

# OFFICE OF STUDENT EMPLOYMENT

## Implementation of the Central Job Bank

### Intake Procedures:

1. Central-based coordinators have the responsibility of distributing J.D. 1 Forms on which students from both senior and junior high schools make application for employment. Job procurement service covers all types of requests: full time for graduates and terminals; part time for students in attendance. It is open to students in all curricula.

    a. J.D. 1 Forms may be requested by any teacher or school administrator as a part of their service to students: for example, guidance counselors, school social workers, principals, vice principals, area office administrators, homeroom and classroom teachers, persons involved in special projects, such as Liaison, Urban League, and Student Employment Trainee (SET).
    b. Parents and community agency workers may also obtain J.D. 1 Forms, either from central-based coordinators or from central office.
    c. Central-based coordinators will work closely with school-based coordinators and with central office in the filling of job orders.
    d. The central-based coordinator's mail box in the high school building will be the only depository for job applications, and for requests for forms or interviews. No responsibility will be assumed by coordinators or central office for applications left elsewhere.
    e. Pupils seeking jobs from the junior high schools that feed into senior high schools are the responsibility of the central-based coordinator assigned to each of the senior high school buildings. (See accompanying list of junior school buildings as they relate to senior high schools).

### Procedures for Output of Service:

1. Central office will act as a daily clearing house, distributing information to central- and school-based coordinators on job openings. Opportunities for employment are procured, in the main, from the following sources: contacts with business and industry; classified civil-service information; apprenticeship openings; concessioners' needs for stadia, arena, and park facilities; direct requests from food establishments, and hospitals.

2. Resource agencies in the field of student employment whose services are available to the public schools, some through active participation are: Urban League of Pittsburgh; bureau of Employment Security; City Neighborhood Youth Corps; School Neighborhood Youth Corps; Job Corps.

3. It is assumed that school curricula includes the preparation of youth in the following areas: filling in application blanks, dressing for the interview, conduct during interview, and attitude toward employer and fellow-workers. The Job Educational Experience Program, a suppliment to OVT skill curriculum, has been instituted as one of the means to achieve preparation for job seeking.

4. The central-based coordinators will share with each other and with central office all details surrounding filled and unfilled jobs by means of a J.D. 2 Form. In job placement, time is of the essence. The sharing of unfilled jobs, in particular, must be done daily by phone; however, the J.D. 2 Form is set up as a weekly report for review in central office at weekly staff meetings of coordinators.

5. The school-based coordinator, who is a teacher of Distributive Education in the mornings, has the responsibility during two afternoon hours to participate in job development and job placement activities. In the capacity of school-based coordinator during the afternoons, the D. E. teachers will work with central-based coordinators whose service is not limited to OVT placements. The school-based coordinators are equally involved in job procurement for all students who make application. The J.D. 3 Form will be used by school-based coordinators in making weekly reports of filled and unfilled jobs in exactly the same way as the central-based coordinators utilized the J.D. 2 Form. The J.D. 4 Form is also used by the school-based coordinator to make weekly reports on job placements. Both J.D. 3 and J.D. 4 Forms are turned over to the central-based coordinator for review during weekly staff meetings.

6. The J.D. 5 Form is the one used by counselors for reporting their own placements, exclusive of those handled by the coordinators. The report should also include teachers' placements of their students. This is a weekly report turned in by the counselor to the central-based coordinator for delivery to central office.

SUMMARIES AND STATISTICS:

1. It is the responsibility of central office to prepare statistical and narrative reports of all Job Bank activities, to act as a clearing house for all job placements, and to make this information available, periodically, to all school personnel.

SAMPLE

STUDENT
REFERRAL CARD FOR JOB PLACEMENT

Date of Application_____

Name School Grade H.R.

Address Telephone

Driver's License Yes No Date of Birth_____

Parent's Name

Type of Work Requested

Part-Time Vacation Full-Time

Previous Work Experience

Comments

J.D. 2

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

Week of: CENTRAL-BASED COORDINATOR'S WEEKLY REPORT OF JOBS NEEDED AND JOBS TO BE SHARED

_____ (mo.) _____ (Day) _____ (year)

_____ High School

_____ (Signature)

| Jobs Needed<br>Name of Student | Curriculum Followed | Full or Part-Time | Work Preferred |
|---|---|---|---|
| | | | |

| Jobs to be Shared<br>Name of Company | Address and Telephone No. | Male or Female | Full or Part-Time | Type of Work | Hours and Salary |
|---|---|---|---|---|---|
| | | | | | |

J.D. 3

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

SCHOOL-BASED COORDINATOR'S WEEKLY REPORT OF JOBS NEEDED AND JOBS TO BE SHARED

Week of: _____ (mo.) _____ (day) _____ (year)

_____ High School

_____ (Signature)

| Jobs to be Shared<br>Name of Company | Address and Telephone No. | Male or Female | Full or Part-Time | Type of Work | Hours and Salary |
|---|---|---|---|---|---|
| | | | | | |

| Jobs Needed<br>Name of Student | Curriculum Followed | Full or Part-Time | Work Preferred |
|---|---|---|---|
| | | | |

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

J.D. 4

Week of: _____ (mo.) _____ (Day) _____ (year)

SCHOOL-BASED COORDINATORS' WEEKLY REPORT OF JOB PLACEMENTS

_____ High School

| Name of Student | Home Address | Company & Address | Company Supervisor | Type of Position | Salary |
|---|---|---|---|---|---|
| | | | | | |

Mailed weekly to central office at the close of school on Fridays.

Name of Coordinator _____

J.D. 5

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

Counselors and Teachers Weekly Report of Job Placements

WEEK OF: _____ _____ _____ _____ HIGH SCHOOL
(mo.) (day) (year)

| Name of Student | Home Address | Company & Address | Company Supervisor | Type of Position | Salary |
|---|---|---|---|---|---|
| | | | | | |

Given weekly to School-Based Coordinator office at the close of school on Fridays.

_____
Name of Counselor or Teacher

OFFICE OF STUDENT EMPLOYMENT

424 Administration Building
682-1700 Extensions 234 and 468

This is a monthly report on job placements for students of_____
High School. PLEASE POST ON TEACHERS BULLETIN BOARD.

Month of_____

| Name of Student | Employer | Address | Type of Job |
|---|---|---|---|

_____ _____
Central-Based Coordinator School-Based Coordinator

Mrs. Rose L. Smith
Associate Director

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

MEMORANDUM

TO: All Senior High School Principals, Counselors, and OVT Staff

FROM: R. G. Lamping

DATE: August 25, 1971

SUBJECT: SCHOOL ASSIGNMENTS FOR OVT COORDINATORS

| COORDINATORS | SCHOOLS | PHONE NO. |
|---|---|---|
| Edward Burger | Oliver | 321-4358 |
| | Perry | 322-3700 |
| Michael Dimperio | Allderdice | 521-2100 |
| | Gladstone | 421-0472 |
| Anthony Gamberi | Schenley | 687-4322 |
| | Westinghouse | 661-7033 |
| Crist King | Allegheny | 321-8310 |
| | Langley | 331-2574 |
| Marie Kirk | Carrick | 882-2228 |
| | South Hills | 381-2172 |
| Murel Sneed | Peabody | 661-2900 |
| Laura Williamson | Fifth Avenue | 471-1045 |
| | South | 431-2344 |

The Coordinators may also be reached at 682-1700, Extension 471.

## SCHOOL ASSIGNMENTS FOR CVT COORDINATORS

| Coordinators | Schools | | *General Responsibilities |
|---|---|---|---|
| Michael Dimperio | Allderdice High School<br>2409 Shady Avenue<br>Pittsburgh, Pa. 15217<br>Phone: 521-2100 | Gladstone High School<br>327 Hazelwood Avenue<br>Pittsburgh, Pa. 15207<br>Phone: 421-0472 | Post Office, Squirrel Hill, and Hazelwood areas |
| Crist King | Allegheny High School<br>810 Sherman Avenue<br>Pittsburgh, Pa. 15212<br>Phone: 321-8310 | Langley High School<br>Sheraden Blvd.<br>Pittsburgh, Pa. 15204<br>Phone: 331-2574 | Sheridan, Greentree, and North Side Areas |
| Marie Kirk | Carrick High School<br>125 Parkfield Street<br>Pittsburgh, Pa. 15210<br>Phone: 882-2228 | South Hills High School<br>Ruth & Eureka Streets<br>Pittsburgh, Pa. 15211<br>Phone: 381-2172 | South Hills business areas |
| Murel Sneed | Peabody High School<br>5911 East Liberty Blvd.<br>Pittsburgh, Pa. 15206<br>Phone: 661-2900 | | Apprenticeships |
| Laura Williamson | Fifth Avenue High School<br>1800 Fifth Avenue<br>Pittsburgh, Pa. 15219<br>Phone: 471-1045 | South High School<br>Carson & S. 10th Streets<br>Pittsburgh, Pa. 15203<br>Phone: 431-2344 | Bell Telephone, Pittsburgh Plate Glass, and Downtown area |
| Edward Burger | Oliver High School<br>Brighton Rd. & Island Ave.<br>Pittsburgh, Pa. 15212<br>Phone: 321-4358 | Perry High School<br>Perrysville Ave. & Semicir St.<br>Pittsburgh, Pa. 15214<br>Phone: 322-3700 | North Hills and Allegheny areas |
| Anthony Gamberi | Schenley High School<br>Bigelow Blvd. and Center<br>Pittsburgh, Pa. 15213<br>Phone: 687-4322 | Westinghouse High School<br>1101 N. Murtland Avenue<br>Pittsburgh, Pa. 15208<br>Phone: 661-7033 | Recreational Services, department stores, upper Hill District, East Liberty, and Lawrenceville, and Homewood areas |

*See accompanying telephone chart, showing distribution of listings among job coordinators for response to want ads in the newspapers. There is an interchange of opportunities and of unfilled job requests. The distribution of telephone numbers is not absolute.

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

## RESPONSIBILITIES OF CENTRAL-BASED COORDINATORS

STUDENTS NEED NO LONGER BE ENROLLED IN OVT COURSES IN ORDER TO AVAIL THEMSELVES OF SERVICES. BOTH SCHOOL- AND CENTRAL-BASED COORDINATORS ARE NOW CHARGED WITH THE PRIMARY RESPONSIBILITY OF FILLING JOB REQUESTS FROM ANY AND ALL STUDENTS, AND ARE RESPONSIBLE TO BOTH THE ASSIGNED SCHOOL PRINCIPAL AND TO THE ASSOCIATE DIRECTOR OF STUDENT PLACEMENT.

1. Conduct pre-work seminars for any students who have not had proper preparation and training in methods of securing employment, interviewing procedures, legal regulations, proper dress, and other related information.

2. Develop leads and identify educational work-experience opportunities by making contacts with business and industry.

3. Make industrial and business surveys to aid in program development and implementation.

4. Work with school counselors in screening applicants for work-experience programs, full-time and part-time jobs.

5. Place students on work-experience ("Coops") jobs after conference with school-based coordinators, counselors, and appropriate teachers.

6. Visit training stations, ("Coops") obtaining ratings on students, determining work-experience grades, and other pertinent information.

7. Confer with the school-based coordinator relative to placements, job problems, and student weaknesses. ("Coops")

8. Develop criteria for entry level employment competency and training guides to insure the educational involvement in the work experience. ("Coops")

9. Function as team member in the operation of a "Job Bank" covering all types and phases of student placement--part-time, full time, terminal, and graduate. This entails working closely as a team with school-based coordinators, teachers, counselors, and other central-based coordinators.

10. Follow up the placements to see that all necessary functions are being carried out by school-based coordinators in designated areas.

11. Assume responsibility for keeping all necessary records on student placements, contracts made with employers, and other records. Use the forms provided for sharing your information, periodically, with the central office of student employment.

12. Coordinate all activities in job development and job placement in assigned high school and supervising school based coordinator activities.

PITTSBURGH PUBLIC SCHOOLS

DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

SCHOOL-BASED COORDINATORS

Edward J. Lockhard
Taylor Allderdice High School
2409 Shady Avenue
Pittsburgh, Pa. 15217
Phone: 521-2100

Thomas P. Stewart
Allegheny High School
810 Sherman Avenue
Pittsburgh, Pa. 15212
Phone: 321-8310

Virginia B. McCafferty
Carrick High School
125 Parkfield Street
Pittsburgh, Pa. 15210
Phone: 882-2228

Ruth T. Blain
Langley High School
Sheraden Blvd.
Pittsburgh, Pa. 15204
Phone: 331-2574

Martha A. Morton
Oliver High School
Brighton Road and Island Avenue
Pittsburgh, Pa. 15212
Phone: 321-4358

Edith S. Singer
Peabody High School
Margaretta and N. Beatty Streets
Pittsburgh, Pa. 15206
Phone: 661-2900

Fleurette Levicoff
Perry High School
Perrysville Avenue & Semicir Streets
Pittsburgh, Pa. 15214
Phone: 322-3700

Julian H. Salzman
South High School
South 10th and Carson Streets
Pittsburgh, Pennsylvania 15203
Phone: 431-2344

Arthur Innamorato
South Hills High School
Ruth & Eureka Streets
Pittsburgh, Pa. 15211
Phone: 381-2172

Robert L. Young
Schenley High School
Bigelow Blvd. and Center Avenue
Pittsburgh, Pa. 15213
Phone: 687-4322

Carolyn Strothers
Westinghouse High School
1101 N. Murtland Avenue
Pittsburgh, Pa. 15208
Phone: 661-7033

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
Office of Student Employment

## RESPONSIBILITIES OF SCHOOL-BASED COORDINATORS

School-based coordinators are those who teach distributive education classes and are assigned the last two periods of the school day as coordinators to assume the following duties and responsibilities:

1. Become familiar with all OVT programs, with special emphasis on those taught within their own schools.
   a. Know the instructors, location of classrooms, and students enrolled in skill-centered courses.
   b. Identify and counsel students before coop placement, and assist OVT teachers in implementing the JEEP course of study.
   c. Work with the central-based coordinator in your building in scheduling needed conferences with students if there is an employment problem to be resolved, and follow through with a report on remedial action.
   d. Work closely with school administrotors, teachers, coop work-experience students relative to schedules, aims and objectives of the program.

2. Check daily absence bulletin. A coop student is not permitted to work without attending school. If a coop student is absent, call the home to determine whether or not the student is working and not attending school.

3. Inform counselors and all teachers concerned as to the progress of students assigned to the work-experience program.

4. Visit work stations regularly of coop students. There should be no less than two visits during a school term. A summary of each visitation must be made to the central coordinator.
   a. Assume responsibility for a monthly report on distributive education students relative to gross earnings, deductions, net wages and reports for other programs when required.
   b. Coordinate all visits with central-based coordinators.

5. Work with the school counselor in the presentation of visual aids to tenth and eleventh graders, relative to the selection of OVT courses.

6. Assume the responsibility for collecting and recording the following information:
   a. An OVT placement card for each student in the skill-centered courses.
   b. All records for senior students, including their grades and attendance for tenth, eleventh, and twelfth years.
   c. All eleventh grade OVT students are to be kept in class lists.
   d. Responsibility for distribution and collection of all rating cards, in cooperation with employer and with central coordinators.
   e. Responsibility for distributing and collecting competency rating sheets from skill-centered instructors for use in placement of students.
   f. Responsibility for completion of VEC employment certificates and employer-trainee agreements.
   g. Completion and/or collection of J.D. Forms 2, 3, and 4.

7. Cooperate and take active part in the development of job opportunities for the students in your school, regardless of curricula. Work closely with the counselor and the central-based coordinator in filling the requests made by students for jobs. A student need not be enrolled in OVT courses to avail himself of your services. Both school- and central-based coordinators are involved in filling job needs within your building.

## SCHOOL CLUSTERS FOR JOB PLACEMENT SERVICES

| | |
|---|---|
| Allderdice High School | Michael Dimperio |
| Mifflin Jr. High School | Edward J. Lockhard |
| Greenfield* | |
| Linden* | |
| Park Place* | |
| Regent Square* | |
| Sterrett* | |
| Swisshelm* | |
| Allegheny High School | Crist King |
| Conroy Jr. High School | Thomas P Stewart |
| Latimer Jr. High School | |
| Carrick High School | Marie Kirk |
| Knoxville Jr. High School | Virginia B. McCafferty |
| Overbrook* | |
| Banksville* | |
| Mt. Oliver* | |
| Fifth Avenue High School | Laura Williamson |
| Gladstone High School | Michael Dimperio |
| Hays* | |
| Langley High School | Crist King |
| Stevens* | Ruth T. Blain |
| Oliver High School | Edward Burger |
| Columbus Middle School | Martha A. Morton |
| Peabody High School | Murel Sneed |
| Dilworth* | Edith S. Singer |
| Fort Pitt* | |
| Friendship* | |
| Fulton* | |
| Liberty* | |
| McCleary* | |
| Morningside* | |
| Rogers* | |
| Perry High School | Edward Burger |
| McNaugher* | Fleurette Levicoff |
| Schenley High School | Anthony Gamberi |
| Herron Hill Jr. High School | Robert L. Young |
| Arsenal Middle School | |
| Frick* | |
| Holmes* | |
| Liberty* | |
| Woolslair* | |

*Elementary Schools Housing Eighth Graders.

## SCHOOL CLUSTERS FOR JOB PLACEMENT SERVICES

| | |
|---|---|
| South High School | Laura Williamson<br>Julian H. Salzman |
| South Hills High School<br>Prospect Jr. High School<br>Knoxville Jr. High School<br>Beechwood*<br>Brookline*<br>West Liberty* | Marie Kirk<br>Arthur Innamorato |
| Westinghouse High School<br>Lemington* | Anthony Gamberi<br>Carolyn Strothers |

*Elementary Schools Housing Eighth Graders.

# APPENDIX III

## NUMERICAL ABILITY

### Directions

This test consists of fourteen numerical problems, Next to each problem there are five answers. You are to pick out the correct answer. If you do not find a correct answer, your choice will be E which means that a correct answer is not among the first four choices. Only one answer should be marked for each problem. Do your figuring on the scratch paper you have been given, and reduce fractions to lowest terms.

The following are examples of problems in the test.

Example X.

| | | |
|---|---|---|
| Add | 13 | A 14 |
| | 12 | B 25 |
| | | C 16 |
| | | D 59 |
| | | E none of these |

In Example X, 25 is the correct answer - Letter "B".

Example Y.

| | | |
|---|---|---|
| Subtract | 30 | A 15 |
| | 20 | B 26 |
| | | C 16 |
| | | D 8 |
| | | E none of these |

In Example Y, the correct answer has not been given so Letter "E" should be your choice.

Remember, each answer must be reduced to its simplest terms. For example, if two choices are 1 1/2 and 1 2/4, only the 1 1/2 is correct.

You will have 10 minutes for this test. Work as rapidly and as accurately as you can. Do not spend a long time on any one problem. If you are not sure of an answer, mark the choice which is your best guess.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

1. Add

```
 393
4658
3790
  67
```

ANSWER

A 7908
B 8608
C 8898
D 8908
E none of these

2. Subtract

```
5473
2987
```

ANSWER

A 2485
B 2486
C 2496
D 3486
E none of these

3. Multiply

```
2.04
 .75
```

ANSWER

A 1.5300
B 153.0
C 1530
D 15300
E none of these

4. Divide

$46\overline{)69}$

ANSWER

A 1 13/46
B 1 23/46
C 1.5
D 15
E none of these

5. Divide

$3.6\overline{).72}$

ANSWER

A .02
B .2
C 2
D 20
E none of these

6. $\frac{3X10}{5X9}$ =

ANSWER

A 27/50
B 1 1/2
C 30/45
D 2/3
E none of these

7. Add

```
4 3/4
9 1/2
13 7/8
```

ANSWER

A 26 11/14
B 27 1/8
C 28 1/2
D 28 11/14
E none of these

8. Add

```
3 lbs. 3 oz.
6 lbs. 7 oz.
7 lbs. 5 oz.
11 lbs. 1 oz.
```

ANSWER

A 28 lbs. 16 oz.
B 28 lbs.
C 27 lbs. 16 oz.
D 18 lbs.
E none of these

9. ?=33 1/3% of 963

ANSWER

A 32.19
B 231
C 321
D 32100
E none of these

10. ?=12 1/2% of 816

ANSWER

A .12
B 12
C 102
D 104
E none of these

11. $\frac{5}{9} = \frac{55}{?}$

ANSWER

A 55/99
B 11
C 45
D 99
E none of these

12. List price = $75.00
Discounts = 33 1/3%; 2%

ANSWER

A 25
B 48.50
C 49.50
D 50
E none of these

13. What one number can replace both question marks?

$\frac{4}{?} = \frac{?}{100}$

A 1
B 20
C 25
D 200
E none of these

14. What one number can replace both question marks?

$\frac{8}{?} = \frac{?}{12\ 1/2}$

A 1 1/2
B 4
C 64
D 100
E none of these

EXERCISE I – FOLLOWING DIRECTIONS

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Sample problem: Write the fifth letter of the alphabet.....(E)

---

Begin here:

1. Do you understand that each letter is to be a capital made like printing and put in the parenthesis after the problem? If so, write C in the parenthesis.....( ) 1
2. Will you remember not to ask any questions during the examination? If so, write Q.....( ) 2
3. Will you remember not to look toward the paper of any other pupil during the examination? If so, write L.....( ) 3
4. Will you remember not to turn over your booklet or any page of it at any time unless you are told to? If so, write B; if not, write N.....( ) 4
5. Write the letter O.....( ) 5
6. Write the eighth letter of the alphabet.....( ) 6
7. Write the same letter that you were told to write in the fifth problem.....( ) 7
8. Write the letter which follows the third letter of the alphabet.....( ) 8
9. Write the letter which the letter L follows in the alphabet.....( ) 9
10. If K comes after R in the alphabet, write K; if not, write R.....( ) 10
11. Suppose all the even numbered letters in the alphabet (that is, the 2d, 4th, 6th, etc.) were crossed out. The fifth letter left, not crossed out, would be what letter?.....( ) 11
12. Write the letter which follows the letter which comes next after B in the alphabet.....( ) 12
13. If E and F appear together in the alphabet, write E, unless T and Z also appear together in the alphabet, in which case write T instead.....( ) 13
14. Write the letter which is the third letter to the right of the letter which is midway between K and O.....( ) 14
15. Suppose that the first and second letters of the alphabet were interchanged, also the third and fourth, the fifth and sixth, etc. Write the letter which would then be the 14th letter in the alphabet.....( ) 15
16. A certain letter is the second letter to the left of another letter. This other letter is the fifth letter to the right of Q. What is the "certain letter" first mentioned?.....( ) 16
17. A certain letter is the fourth letter to the right of another letter. This other letter is midway between two other letters. One of these last two letters is next after E in the alphabet and the other is just before K in the alphabet. What is the "certain letter" first mentioned?.....( ) 17
18. If the letters in the word IF appear in the same order that they do in the alphabet and if the same is true of the letters in the word AN, write the letter Z. But if this is true of only one of these words, write the last letter of that word.....( ) 18
19. Find the letter which, in this sentence, appears a second time nearest the beginning. Write it, using a capital.....( ) 19
20. Find the two letters in the word AFTER which have just as many letters between them in the alphabet as in the word. Write the one of these two letters that comes first in the alphabet.....( ) 20

EXERCISE II - OPPOSITES

Samples: up.....(short, down, small, low, young)

hot.....(warm, ice, dark, cold, fire)

DIRECTIONS: Look at the first word on each line, think what word means exactly the opposite of it, find that word among the five words in parenthesis on that line and draw a line under it.

---

Begin here:

1. east.....(north, west, south, pole, equator)
2. yes.....(may-be, wrong, no, sure, nothing)
3. top.....(bottom, side, cover, inside, feet)
4. before.....(late, now, soon, when, after)
5. difficult.....(hard, quick, soft, easy, common)
6. friend.....(brother, acquaintance, enemy, wife, stranger)
7. succeed.....(win, decline, fail, accede, try)
8. command.....(officer, shout, order, obey, soldier)
9. beautiful.....(crooked, handsome, old, ugly, dirty)
10. brave.....(painful, fear, weak, stingy, cowardly)
11. pride.....(sorrow, humility, miserable, conceit, proud)
12. expand.....(burst, smaller, contract, vanish, stay)
13. genuine.....(coarse, counterfeit, adulterated, worthless, impure)
14. help.....(person, work, push, give, hinder)
15. love.....(like, anger, hate, strange, lover)
16. graceful.....(rough, homely, miserable, awkward, stout)
17. extravagant.....(miser, humble, economical, poor, wasteful)
18. cause.....(reason, because, origin, effect, why)
19. abolish.....(alter, create, continue, destroy, change)
20. loyal.....(treacherous, enemy, thief, coward, jealous)

## EXERCISE III - DISARRANGED SENTENCES

Samples: men money for work.....(<u>true</u> false)

uphill rivers flow all.....(true <u>false</u>)

ocean waves the has.....(true false)

DIRECTIONS: The words on each line below make one sentence if put in order. If the sentence the words would make is true, underline the word true at the side of the page. If the sentence they would make is false, underline the word false.

---

Begin here:

1. eat grass cows.....(true false)
2. sail ocean ships the on.....(true false)
3. sun morning the the in sets.....(true false)
4. trees birds nests the in build.....(true false)
5. mountains live the in whales.....(true false)
6. comes Christmas a but year once.....(true false)
7. float iron water on will.....(true false)
8. days there in are week seven a .....(true false)
9. usually are of made tables wood.....(true false)
10. has short very a a neck giraffe.....(true false)
11. cream ice children like most.....(true false)
12. milk bees flowers gather the from.....(true false)
13. obtained sea sugar from is water.....(true false)
14. fuel wood are coal and for burned.....(true false)
15. substances light lead gold and are very.....(true false)
16. rivers lakes and many desert has a .....(true false)
17. moon earth the from feet twenty the is.....(true false)
18. hump camel has a his a back on.....(true false)
19. grow and apples ground oranges the in.....(true false)
20. music fond people many are of.....(true false)

## EXERCISE IV - PROVERBS

DIRECTIONS: Read each proverb, find the statement that explains it, and put the number of that statement in the parenthesis before the proverb.

---

### Proverbs (Group 1)

( ) Make hay while the sun shines.
( ) A drowning man will grasp at straws.
( ) A stitch in time saves nine.
( ) Rats desert a sinking ship.
( ) In a calm sea every man is a pilot.
( ) Destroy the lion while it is young.
( ) He who would eat the kernel must crack the nut.
( ) One swallow does not make a summer.
( ) People who live in glass houses must not throw stones.
( ) A mouse must not think to cast a shadow like an elephant.

### Statements to Explain Proverbs in Group 1

1. It pays to attend to troubles before they get worse.
2. Leadership is easy when all goes well.
3. Make the best of your opportunities.
4. Those who would reap rewards must work for them.
5. It pays to do only one thing at a time.
6. Desperate people cling to absurd hopes.
7. Gsldr gtirnfd glrr gtom ud in fidsdyrt.
8. Weed out bad habits before they are too firmly established.
9. It is best to be silent when there is nothing to say.
10. Those who have faults should not criticize others.
11. Do not attempt the impossible.
12. A single sign is not convincing.

### Proverbs (Group 2)

( ) Every rose has its thorn.
( ) A tree is known by its fruits.
( ) All is not gold that glitters.
( ) Where there is much smoke there must be some fire.
( ) No wind can do him good who steers for no port,

### Statements to Explain Proverbs in Group 2

1. Environment will not change one's nature
2. There is no happiness without its pain or sorrow.
3. Appearances are often deceptive.
4. It is better to be content with little than to gamble for more.
5. One cannot have the same luck forever.
6. No object can be attained without some sacrifice.
7. Deeds show the man.
8. We cannot help those who have no object in life.
9. Suspicions usually have some basis.
10. Association with evil is sure to leave its effect.
11. Who undertakes too much accomplishes little.
12. Division of responsibility brings poor results.

EXERCISE V

1. .....is to steer as pork is to.....

A. cow --- pig
B. beef -- pig
C. bull -- pig
D. beef -- chop
E. bull -- chop

2. .....is to eagle as Pekinese is to.....

A. sparrow -- collie
B. sparrow -- Chinese
C. flag ---- Chinese
D. vulture -- Chinese
E. vulture -- crow

3. .....is to river as coast is to.....

A. flood -- beach
B. tide --- sea
C. bank --- sea
D. flood -- sea
E. tide --- beach

4. .....is to dog as Guernsey is to.....

A. terrier -- cow
B. bark ----- cow
C. tail ----- cow
D. tail ----- Jersey
E. bark ----- Jersey

5. .....is to constitution as prologue is to.....

A. preamble ---- play
B. independence--epilogue
C. independence--play
D. law --------- epilogue
E. amendment --- epilogue

6. .....is to distance as pound is to.....

A. far ----- ounce
B. far ----- weight
C. travel -- ounce
D. rod ----- ounce
E. rod ----- weight

7. .....is to fish as gun is to.....

A. bait -- shot
B. cod -- trigger
C. rod -- shot
D. cod -- bullet
E. rod -- hunt

8. .....is to deft as awkward is to .....

A. atlantis ---- minister
B. object ------ minister
C. atlantis ---- sacred
D. war --------- atheist
E. conscience -- minister

9. .. ..is to land as knot is to.....

A. acre ---- rope
B. mile ---- sea
C. desert -- rope
D. mile ---- meter
E. farm ---- rope

10. .....is to physician as secretary is to.....

A. doctor -----office
B. nurse ----- executive
C. doctor ---- stenographer
D. medicine -- office
E. medicine -- executive

11. .....is to prison as Louvre is to.....

A. warden -- paramour
B. warden --- museum
C. warden -- France
D Bastille -- museum
E. crime ----- artist

12. .....is to Canada as Havana is to.....

A. Nome ---- Cuba
B. Detroit - Cuba
C. Toronto - Cuba
D. Alberta - Cuba
E. Alberta - Florida

13. .....is to all as part is to.....

A. full --- separate
B. each --- separate
C. each --- many
D. full --- many
E. each --- whole

14. .....is to diamond as circle is to.....

A. gold ---- round
B. square -- oval
C. shape --- round
D. cube ----- round
E. square -- round

## EXERCISE VI - GEOMETRIC FIGURES

DIRECTIONS: Each problem asks a question that is answered by a number. Write the answer to each problem in the parenthesis after the statement of the problem.

Fig I

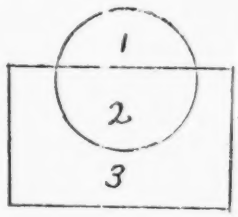
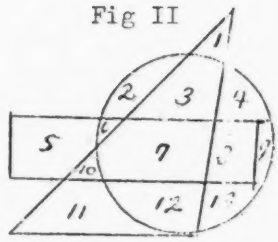



Fig II




Sample problem:

Look at Fig. I. What number is in the circle but not in the rectangle?.....( )

---

1. What number in Fig. I is in the rectangle but not in the circle?.....( )
2. What number in Fig. I is in both the rectangle and the circle?.....( )
3. Look at Fig. II (at the right). What number is in the rectangle but not in the circle nor in the triangle?.....( )
4. What number in Fig. II is in the rectangle and in the triangle but not in the circle?.....( )

(The remaining questions all refer to Fig. II.)

5. What number is in the circle and in the rectangle and in the triangle?.....( )
6. What is the smallest number that is in the triangle but not in the circle nor in the rectangle?.....( )
7. What is the largest number that is in the circle but not in the triangle nor in the rectangle?.....( )
8. Write the number that is in the lowest space that is in the triangle and in the circle but not in the rectangle.....( )
9. Find the geometrical figure (circle, triangle, or rectangle) that has the least number of spaces in it. Write that number of spaces.....( )
10. How many spaces are there each of which is in all three geometric figures?.....( )
11. How many spaces are there each of which is in one and only one geometric figure?...( )
12. How many spaces are there each of which is in two and only two geometric figures?..( )
13. We may say that space 12 is like space 3 because they are both in the circle and triangle but not in the rectangle. Any space is like another which is in exactly the same geometrical figures. Write the number of the space which is like space 6.( )
14. Write the number of the space which is like space 1.....( )
15. How many other spaces are there like space 9?.....( )
16. There is no other space like space 5, so we may call space 5 unique (yūneek). Any space is unique which has no other space like it. Examine spaces 8, 9, 10, 11, 12, and 13 in order until you find another unique space. Write its number.....( )
17. How many unique spaces are there in Fig. II?.....( )
18. What is the greatest number of unique spaces which it is possible to make by overlapping a circle, triangle, and rectangle? (You may draw any figures you wish on the margin of this page).....( )
19. Also what is the least number of unique spaces possible?.....( )
20. What is the greatest number of spaces which it is possible to make by overlapping a circle, triangle, and rectangle?.....( )

## EXERCISE VII - ANALOGIES

Samples: fingure:hand - toe: (?).....foot, knee, arm, show, nail

clothes:man - fur: (?).....coat, animal, hair, skin, cloth

tall:short - fat: (?)..... man, wide, thin, boy, heavy

DIRECTIONS: The first sample means: Finger is to hand as toe is to what? Underline the word on each line that should go in the parenthesis in place of the question mark.

---

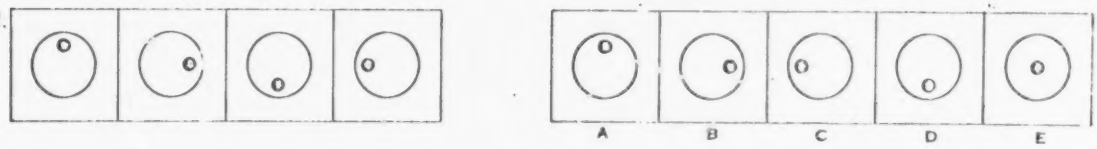
Begin here:

1. hand:arm - foot: (?).....leg, toe, finger, wrist, elbow
2. peeling:banana - shell: (?).....skin, orange, egg, juice, ripe
3. wool:sheep - feathers: (?).....pillow, rabbit, bird, goat, bed
4. coal:locomotive - (?):automobile.....motorcycle, smoke, wheels, gasoline, horn
5. man:woman - brother: (?).....daughter, sister, boy, mother, son
6. automobile:wagon - motorcycle: (?).....walking, horse, buggy, train, bicycle
7. hospital:the sick - (?):criminals.....doctor, asylum, judge, prison, sentence
8. hat:head - thimble: (?).....finger, needle, thread, hand, sewing
9. captain:ship - mayor:(?).....state, council, city, ship, boss
10. better:good - worse:(?).....very good, medium, bad, much worse, best
11. grass:cattle - bread:(?).....butter, flour, milk, man, horses
12. large:object - loud:(?).....soft, small, heavy, weight, sound
13. king:kingdom - president:(?).....vice president, senate, republic, queen
14. revolver:man - (?):bee.....wing, honey, flying, wax, sting
15. egg:bird - (?):plant.....seed, shell, leaf, root, feathers
16. education:ignorance - (?):poverty.....laziness, school, wealth, charity, teacher
17. circle:square - sphere:(?).....circumference, cube, round, corners, ball
18. point:line - line:(?).....surface, pencil, dot, curve, solid
19. sanitation:disease - (?):accident.....doctor, hospital, bandage, cleanliness, care
20. ordinary:exceptional - many:(?).....all, none, few, common, more

PROBLEM FIGURES

ANSWER FIGURES

1.


2. 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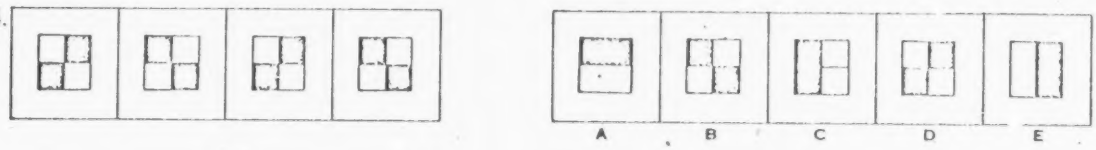
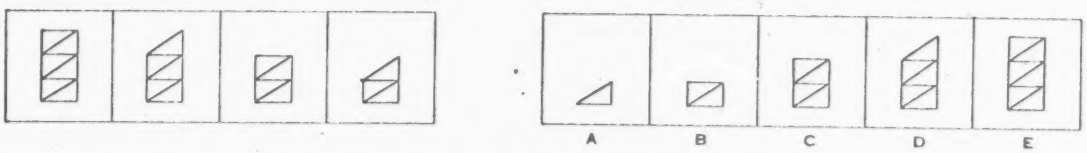
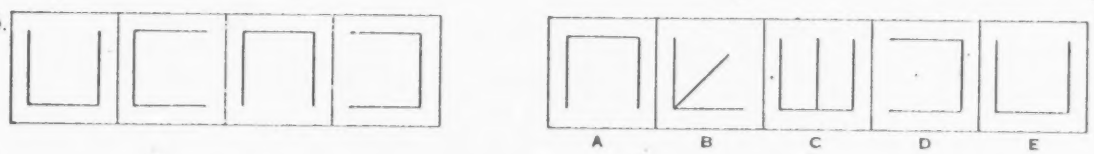
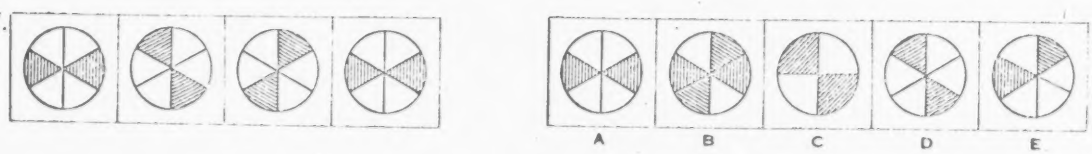
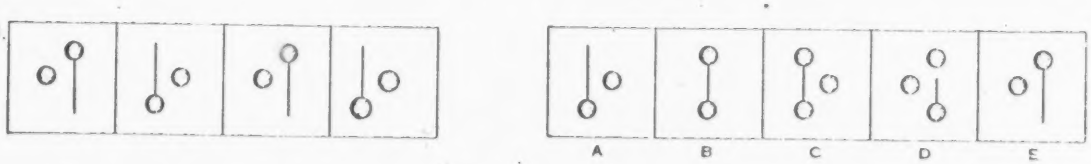
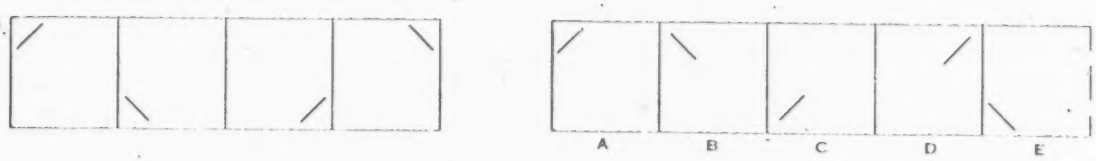
4. 

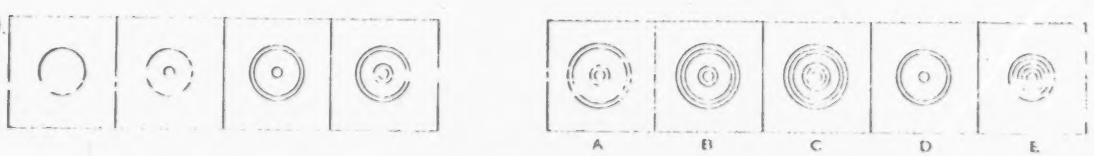

5. 


6. 


7. 


8. 


9. 


10. 

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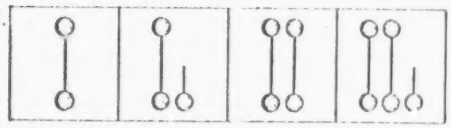

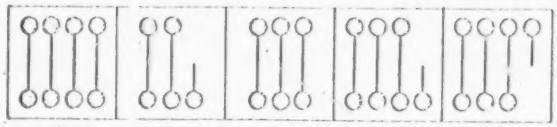


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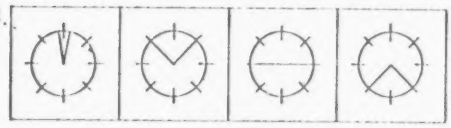

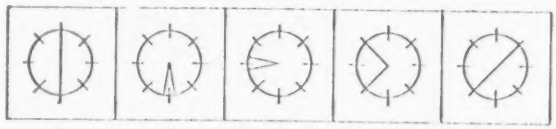


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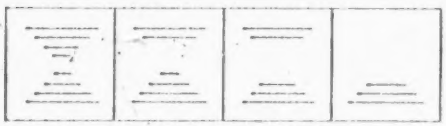

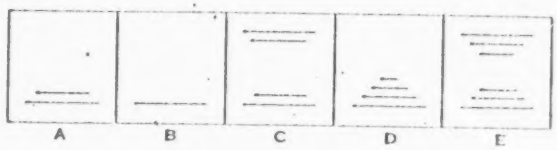


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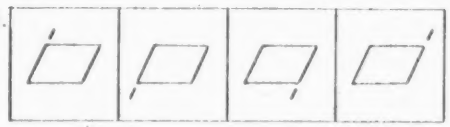

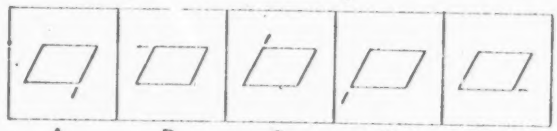


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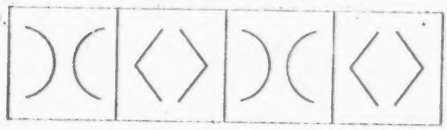

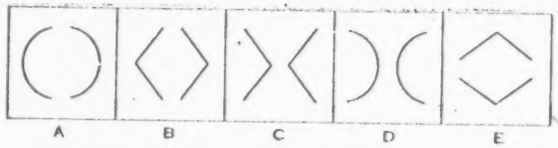


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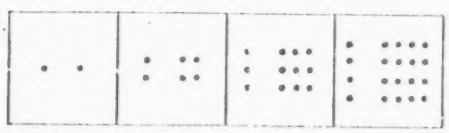

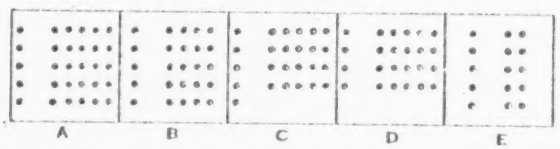


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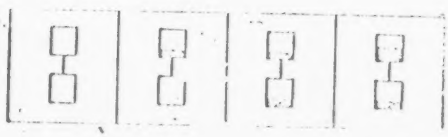

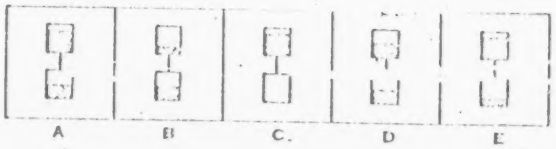




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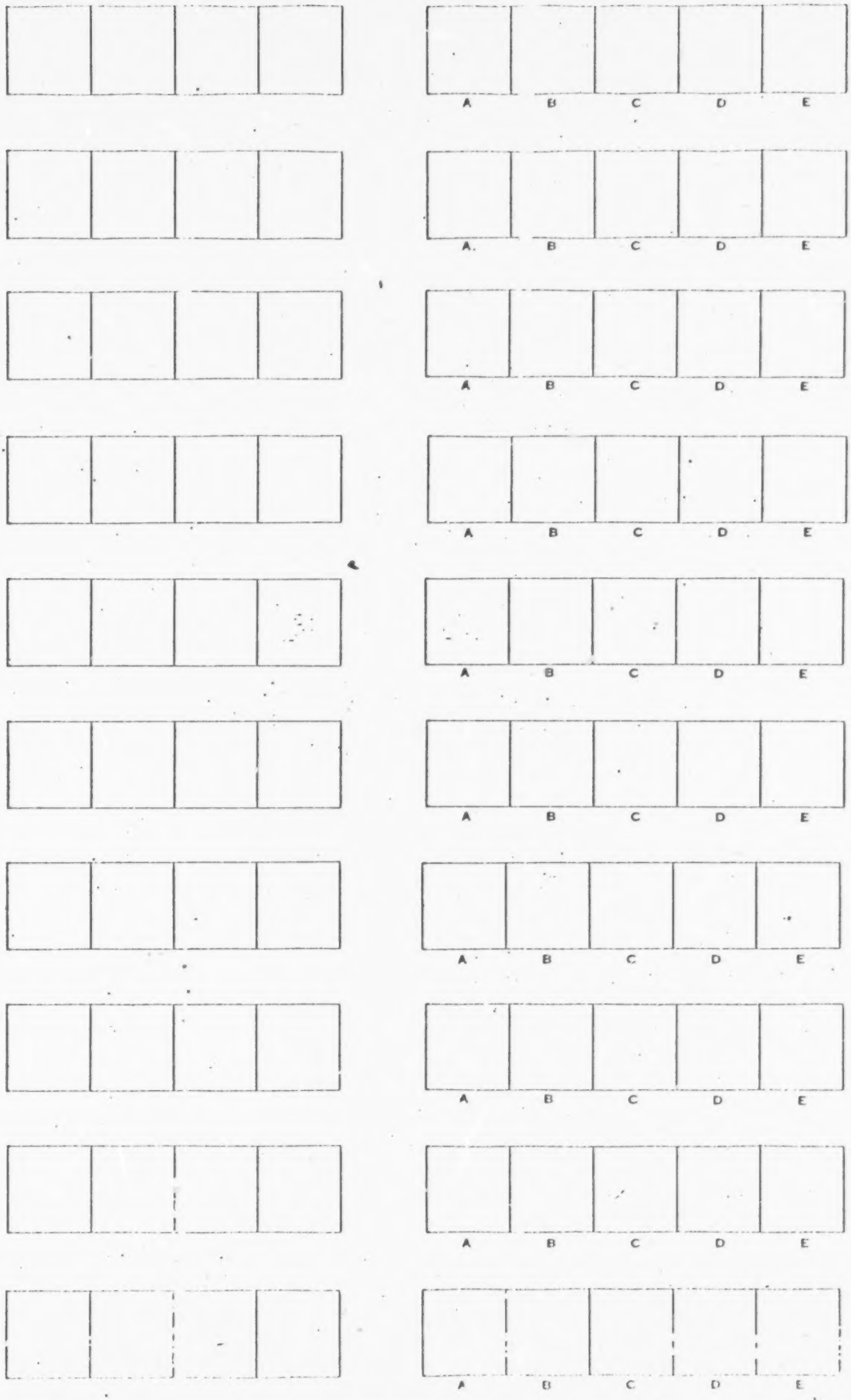
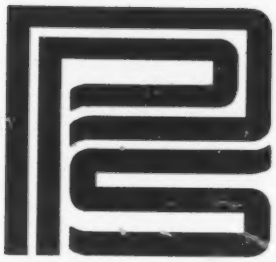



STOP. YOU MAY CHECK YOUR WORK ON THIS TEST. DO NOT TURN TO ANY OTHER TEST.

# APPENDIX IV



BUS and STREET CAR

DIRECTORY

PITTSBURGH PUBLIC SCHOOLS -- PITTSBURGH, PENNSYLVANIA

LOCATION OF SCHOOLS AND HOW TO REACH THEM

(T) Transfer

*Operated A.M. and P.M. Rush Hours Only

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Admin. Bldg. 341 South Bellefield Avenue | All buses on 5th Avenue | 5th and Smithfield | Bellefield Ave. |
| | All buses on Forbes Avenue | Forbes and Stanwix | Bellefield Ave. |
| | 61C McKeesport | Forbes and Stanwix | Bellefield Ave. |
| | 67H Squirrel Hill | Forbes and Stanwix | Bellefield Ave. |
| | 67C Wilkinsburg | Forbes and Stanwix | Bellefield Ave. |
| Allderdice High 2409 Shady Ave. | 61C McKeesport | Forbes and Stanwix | Forward Ave. |
| | 67H Squirrel Hill | Forbes and Stanwix | Forward Ave. |
| | 64A East Liberty-Homestead Bus | Penn and Highland | Forward Ave. |
| | 74A Homewood-Greenfield-Squirrel Bus | | Forward Ave. |
| [illegible] High Arch Street | 16D Woods Run/ Cronstown | 7th and Penn | Ohio and Sherman |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Arlington<br>220 Cobb Way<br>nr. 2300<br>Jonquil Way<br>Jonquil &<br>Hart Ways | 54A Arlington<br>54C North Side-Oakland--South Side (T) Transfer to 54A Arlington at Arlington and Brownsville Road | Smithfield | Sterling St.<br><br>Sterling St. |
| Arsenal Elem.<br>39th and<br>Butler Sts. | 91A Butler St. | 6th and Penn | 39th and Butler Streets |
| Arsenal Middle<br>40th and<br>Butler Sts. | 91A Butler St. | 6th and Penn | 40th and Butler Streets |
| Banksville<br>Carnahan Rd. | 36A Mt. Lebanon--Banksville | Forbes and Stanwix | Carnahan Road |
| Baxter<br>Brushton Ave.<br>at Baxter St. | 88 Frankstown<br>87 Ardmore<br>76 Hamilton<br>77B Frankstown | 6th and Penn<br>6th and Penn<br>5th and Wood<br>5th and Market | Brushton Ave.<br>Brushton Ave.<br>Brushton Ave.<br>Brushton Ave. |
| . . | | | . . |
| . . | | | . . |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Beechwood<br>Rockland near<br>Sebring | 42/38 Mt. Lebanon via Beechview | 7th and Smithfield | Alton Street |
| Belmar<br>N. Lang Ave.<br>and Hermitage | 88 Frankstown<br>87 Ardmore<br>77B Frankstown<br>74A Homewood--Squirrel Hill | 6th and Penn<br>6th and Penn<br>5th and Market | N. Lang Ave.<br>N. Lang Ave.<br>Lang Avenue<br><br>Hermitage St. |
| Beltzhoover<br>Cedarhurst and<br>Estella Sts. | 44 Knoxville<br><br>49 Beltzhoover | Any stop on Wood<br><br>Any stop on Wood | Orchard and Beltzhoover<br><br>Gearing and Sylvania |
| Boggs Avenue<br>Boggs and<br>Southern Aves. | 41E Mt. Washington<br><br>42/38 Mt. Lebanon via Beechview | Smithfield and 6th<br><br>7th and Smithfield | Boggs Ave. and Soffel Street<br><br>Palm Garden Shop |
| Bon Air<br>Perdyce and<br>Calle St.<br>(Continued) | 35 Castle-Shannon--Library | Grant or Wood | Bon Air Stop |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Bon Air (Continued) | 36 Castle-Shannon-Drake | Grant or Wood | Bon Air Stop |
| | 37 Castle-Shannon | Grant or Wood | Bon Air Stop |
| | 54C North Side-Oakland-South Side (T) | | |
| | 53 Carrick (T) Transfer to 54D Bon Air | McKinley and Brownsville Rd. | Calle Street |
| Brookline Woodbourne and Pioneer | 41D Brookline Brookline Bus | Smithfield and 6th 6th and Wood | Pioneer Ave. At school |
| Burgwin Glenwood Ave. and Mansion St. | 56B East Pgh.-Homestead | 4th and Smithfield | Mansion St. |
| | 56C McKeesport | 4th and Smithfield | Mansion St. |
| | 57 Glenwood* | 4th and Smithfield | Mansion St. |
| | 56B E. Pgh.-Homestead | Browns Hill and Imogene Rd. | Mansion St. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Carmalt Breining and Georgette St. | 41D Brookline | 6th and Smithfield | Breining St. |
| Carrick High 125 Parkfield Street | 53 Carrick | Any stop on Wood St. | Parkfield St. |
| | 51B Spencer Ave. | Any stop on Fifth Ave. in town | Parkfield St. |
| | 46A Brentwood | Any stop on Forbes in town | Parkfield St |
| | 54C North Side-Oakland-South Side (T) Transfer to 53 Carrick at Brownsville and Arlington | | Parkfield St. |
| Chartiers 3799 Chartiers Avenue | 21C West Park (T) Transfer to 24A Broadhead at Island Ave. and Chartiers Ave. McKees Rocks | Mellon Bank in Gateway Center | Chartiers Ave. and Windgap Rd. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Chatham 227 Bonvue St. | 11D Perrysville | 6th and Penn | Bonvue St. |
| | 11F West View | 7th and Penn | Bonvue St. |
| Clayton 1901 Clayton Avenue | 11D Perrysville | 6th and Penn | Wilson Ave. |
| Colfax Beechwood Blvd. and Phillips Avenue | 64A E. Liberty-Homestead | Penn and Highland | Murray and Phillips |
| | 61C McKeesport | Forbes and Stanwix | Murray and Phillips |
| | 67H Squirrel Hill | Forbes and Stanwix | Phillips and Beechwood |
| Columbus Middle 1805 Buena Vista Street | 16B Brighton Road | 6th and Penn | At school |
| | 17B Avalon via Shadeland | 6th and Penn | At school |
| Concord Brownsville Rd. and Biscayne Dr. | 53 Carrick | Any stop on Wood | Biscayne Dr. |
| Connelley Voc. High 1501 Bedford Avenue | 85 Bedford | Liberty and Market | At school |
| | 82 Lincoln | Liberty and Market | Fullerton St. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Conroy Jr. High and Elementary Page and Fulton Streets | 16D Woods Run-Crosstown | 7th and Penn | Allegheny and Western |
| | 16E Reedsdale | 6th and Penn | Page Street |
| Cowley, Mary J. Eloise St. and Arch St. | 16D Woods Run-Crosstown | 5th Avenue | Ridge at Arch |
| | 16B Brighton Rd. | 7th and Penn | W. North and Arch Aves. |
| | 19C City View | Allegheny Square | W. North and Arch Aves. |
| | 11D Perrysville | 6th and Penn | W. North and Federal |
| | 16B Emsworth | 6th and Penn | W. North and Arch Aves. |
| | 16C Bellevue-West View | 6th and Penn | W. North and Arch Aves. |
| | 11E Fineview | 6th and Penn | W. North and Federal |
| Crescent Bennett and Tokay St. | 88 Frankstown | 6th and Penn | Oakwood St. |
| | 87 Ardmore | 6th and Penn | Oakwood St. |
| | 77B Frankstown | 5th and Market | At school |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Davis, H.B. | 64A E. Liberty-Homestead | Penn and Highland | Phillips Ave. |
| Phillips Ave. near Wightman Street | 61C McKeesport | Forbes and Stanwix | Phillips Ave. |
| | 67H Squirrel Hill | Forbes and Stanwix | Phillips and Wightman |
| Dilworth Stanton and Collins Ave. | 73 Highland | 5th and Liberty | Stanton Ave. |
| | 77D Highland | 5th and Market | Stanton and Heberton |
| East Carnegie Alter and Doolittle St. | 31A Crafton | Stanwix and Penn | Alter St. |
| East Hills Elementary 1725 Lincoln Ave. | 82 Lincoln | 6th Ave. at Smithfield | Campania Ave. |
| East Park 416 Lockhart St. | 1E Etna | 7th and Liberty | Cedar Ave. |
| | 1F Millvale | 7th and Liberty | Cedar Ave. |
| | 6A Troy Hill | 9th and Penn | Cedar Ave. |
| East Street 1612 East St. | 11F West View | 7th and Penn | East and Rostock Sts. |
| | 11F East Street* | 7th and Penn | East and Rostock Sts. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Fairview Hillview and Ringwood Sts. | 35 Castle-Shannon Drake | Any stop on Wood | Glenbury Stop |
| | 36 Castle-Shannon-Library | Any stop on Wood | Glenbury Stop |
| | 37 Castle-Shannon | Any stop on Wood | Glenbury Stop |
| Fairywood Broadhead and Fording Rd. and Carr St. | 26B Broadhead | Delray and Liberty | Broadhead Rd. |
| Fifth Avenue High 1800 Fifth Ave. | 71 Negley | 5th and Liberty | 5th and Dinwiddie |
| | 73 Highland | 5th and Liberty | 5th and Dinwiddie |
| | 75 Wilkinsburg | 5th and Liberty | 5th and Dinwiddie |
| | 76 Hamilton | 5th and Liberty | 5th and Dinwiddie |
| | All busses on Forbes Ave. | Forbes and Stanwix | Miltenberger St. |
| Fineview Fineview and Mylea | 11E Fineview | Liberty and 6th | Fineview Ave. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Forbes<br>Forbes and Stevenson St. | All busses on Forbes Ave. 61A, 61B, or 61C | Forbes and Stanwix | Pride Street |
| | All busses on Fifth Ave. | 5th and Liberty | Stevenson St. |
| Fort Pitt<br>N. Winebiddle Ave. and 5101 Hillcrest Street | 88 Frankstown | 6th and Penn | N. Atlantic and Penn |
| | 89A Garfield | Penn and Highland | Hillcrest St. |
| Frick, Henry Clay<br>107 Thackeray Street | All busses on 5th Avenue | 5th and Smithfield | 5th and Thackeray |
| | All busses on Forbes Ave. 61A, 61B, or 61C | Forbes and Stanwix | Bouquet and Forbes Ave. |
| Friendship<br>Friendship and Roup Avenues | 71 Negley | 5th and Liberty | Friendship Ave. |
| | 88 Frankstown | 6th and Penn | Graham Street |
| | 77D Highland | 5th and Market | Graham Street |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Fulton<br>N. St. Clair St. and Hampton | 71 Negley | 6th and Liberty | Negley and Hampton |
| | 73 Highland | 6th and Liberty | Highland and Hampton |
| | 77D Highland Bus | 5th and Market | Highland and Hampton |
| Gladstone High and Elementary<br>Hazelwood and Sylvan Aves. | 56B E. Pgh.-Homestead | 4th and Smithfield | Hazelwood Ave. |
| | 56C McKeesport | 4th and Smithfield | Hazelwood Ave. |
| Grandview<br>845 McLain St. | 53 Carrick | Any stop on Wood | Warrington Ave. and Allen Ave. |
| | 54A Arlington Heights | 7th and Smithfield | Warrington and Allen Aves. |
| | 49 Beltzhoover | Any stop on Wood | Warrington and Allen Aves. |
| Greenfield Elem. and Jr. High<br>Greenfield Ave. and Haworth St. | 56E Greenfield | 4th and Smithfield | Greenfield Ave. and Lydia St. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Larimer (Continued) | Transfer to 94B in East Liberty | Penn and Frankstown (Old Center Avenue) | Larimer and Winslow |
| Latimer Jr. High Tripoli and N. James Street | 11F West View | 7th and Penn | James Street |
| Lee 2125 Los Angeles Ave. | 42/38 Mt. Lebanon via Beechview | 7th and Smithfield | Shiras Ave. |
| Lemington Lemington Ave. and Paulson St. | 71 Negley (T) | 5th and Liberty | East Liberty |
| | 73 Highland (T) | 5th and Liberty | East Liberty |
| | 75 Wilkinsburg (T) | 5th and Liberty | East Liberty |
| | Transfer to 82 in East Liberty | Penn and Highland | Lemington Ave. |
| | 88 Frankstown (T) | 6th and Penn | Frankstown and Lincoln |
| | 87 Ardmore (T) | 6th and Penn | Frankstown and Lincoln |
| | Transfer to 82 Lincoln at | Frankstown and Lincoln | Lemington Ave. |
| | 74A Homewood-Squirrel Hill | Forbes and Murray | Lemington and Paulson |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Letsche 1530 Cliff St. | 81C Bedford | Liberty and Market | Manila Street |
| Liberty Elmer and Filbert Sts. | 75 Wilkinsburg | 5th and Liberty | Filbert St. |
| | 77C Shadyside | 5th and Market | Elmer St. |
| Lincoln Lincoln and Frankstown Aves. | 82 Lincoln | Liberty and Market | Lincoln and Frankstown |
| | 88 Frankstown | 6th and Penn | (Same) |
| | 87 Ardmore | 6th and Penn | (Same) |
| Linden Linden Ave. nr. Beechwood Blvd. | All busses on Forbes 61A, 61B, or 61C (T) | Forbes and Stanwix | Forbes and Murray |
| | Transfer to 74A Homewood-Squirrel Hill | | |
| | 76 Hamilton (T) | 5th and Smithfield | Shady and 5th |
| | Transfer to 64A East Liberty-Homestead | Shady and 5th | Shady and Wilkins |
| | 67H Wilkinsburg | Forbes and Stanwix | Wilkins and Beechwood |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Madison<br>Milwaukee and Orion Sts. | 81C Bedford | Liberty and Market | At school |
| | 82 Lincoln | Liberty and Market | Bryn Mawr Rd. |
| | 84A Herron-Oakland | Fifth and Bouquet | Adelaide and Milwaukee |
| Manchester<br>1612 Manhattan Street | 16D Woods Run-Crosstown | 7th and Penn | Columbus and Chateau |
| | 16E Reedsdale St. | 6th and Penn | Beaver and Juanita |
| Mann, Horace<br>2819 Shadeland Avenue | 16B Brighton Rd. | 6th and Penn | Woodland Ave. |
| | 17B Avalon via Shadeland | 6th and Penn | Shadeland Ave. |
| Mifflin Ele. and Jr. High<br>Mifflin Rd. | 56C McKeesport | 4th and Smithfield | Crossroads, Lincoln Place |
| | 56A Lincoln Place | 4th and Smithfield | Crossroads, Lincoln Place |
| Miller<br>Miller and Forside | 82 Lincoln | Liberty and Market | Miller Street |
| Minadeo, John<br>6502 Lilac St.<br>(Continued) | 56E Greenfield | 4th and Wood | Loretta and Greenfield |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Minadeo, John<br>(Continued) | 61C McKeesport | Forbes and Stanwix | Murray and Lilac |
| | 64A E. Liberty-Homestead | Highland and Penn | Murray and Lilac |
| | 74D Homewood-Greenfield-Squirrel Hill | Forbes and Murray | Murray and Lilac |
| | | Beechwood Blvd. | Murray and Lilac |
| | | Shady Avenue | Murray and Lilac |
| Morningside<br>Greenwood and Jancey Sts. | 91A Butler St.(T) | 6th and Penn | 62nd Street |
| | Transfer to 94B | 62nd Street | Greenwood and Jancey Sts. |
| | 71 Negley (T) | 5th and Smithfield | Stanton Avenue |
| | Transfer to 94B | Stanton Avenue | Greenwood and Chislett |
| Morrow, John<br>1611 Davis Ave. | 16B Brighton | 6th and Penn | Davis Avenue |
| | 16C Bellevue-West View | 6th and Penn | Davis Avenue |
| | 17B Avalon via Shadeland | 6th and Penn | Termon and Glenwing Ave. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Morse 25th and Sarah Sts. | 54A Arlington Heights | Any stop on Smithfield | 25th Street |
| | 51D Churchview | Fifth Avenue | S. 25th and Carson |
| | 51B Spencer Ave. | Fifth Avenue | S. 25th and Carson |
| | 51F Homestead- Mt. Oliver via South Side | Fifth Avenue | S. 25th and Carson |
| | 54C North Side-Oakland-South Side | | Carson and 22nd |
| Mt. Oliver 326 Hays Avenue | 53 Carrick | Wood Street | Brownsville and Ormsby |
| Murray, Philip Reckenwald St. | 51G Mt. Oliver | 5th and Smithfield | Fisher and Mountain |
| McCleary McCandless and Holmes St. | 91A Butler Street | 6th and Penn | McCandless Ave. |
| | 94A Stanton Heights | Stanton at Negley or Broad and Highland | Holmes Street |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| McKelvy Bedford Ave. and Erin St. | 81C Bedford | Liberty and Market | Erin Street |
| | 82 Lincoln | Liberty and Market | Erin and Centre Ave. |
| McNaugher Maple and Charles St. | 11D Perrysville | 6th and Penn | Charles St. |
| Northview Heights 310 Mt. Pleasant Road | 6B Spring Hill | 6th and Liberty | At school |
| Oakwood Durbin St. | 31A Crafton-Carnegie | Penn nr. Stanwix | Oakwood St. |
| | 31D-E Bridgeville | Forbes and Stanwix | Durbin St. |
| Occupational, Voc., Tech. Center 635 Ridge Ave. | 16E Reedsdale | 6th and Penn | At school |
| Oliver, D. B. High Brighton Rd. and Island Avenue | 16B Brighton | 6th and Penn | At school |
| | 17B Avalon via Shadeland | 6th and Penn | At school |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Overbrook 2140 Saw Mill Run Blvd. | 35 Castle Shannon-Library | Any stop on Wood | Central Stop |
| | 36 Castle Shannon-Drake | Any stop on Wood | Central Stop |
| | 46B Baldwin Manor | Grant St. and 5th | At school |
| | 46F Baldwin, Highland | Forbes Avenue | At school |
| Park Place 309 S. Braddock Ave. and Brashear St. | 75 Wilkinsburg | 5th and Liberty | Penn and Braddock |
| | 67C Wilkinsburg-Oakland | Forbes and Stanwix | Penn and Braddock |
| Peabody High Margaretta and N. Beatty | 73 Highland | 5th and Liberty | Margaretta St. |
| Perry High Perrysville and Semicir St. | 11D Perrysville | 6th and Penn | Perrysville Ave. and East St. |
| | 11F West View | 7th and Penn | Perrysville Ave. and East St. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Phillips S. 20th and Sarah Sts. | 51D Churchview | Fifth Avenue | S. 20th and Carson Sts. |
| | 51B Spencer Ave. | Fifth Avenue | S. 20th and Carson Sts. |
| | 51F Homestead | Fifth Avenue | S. 20th and Carson Sts. |
| | 51G Mt. Oliver | Fifth Avenue | S. 20th and Carson Sts. |
| | 54C North Side-Oakland-South Side | | S. 20th and Carson Sts. |
| Pioneer Dunster and La Moine Sts. | 41A Dormont-Sunset | Smithfield and 6th | Chrysler St. |
| Prospect Jr. High and Elementary Prospect near Southern | 41E Mt. Washington | Smithfield and 6th | Prospect St. |
| Regent Square Henrietta and Milton Streets | 61B Braddock Swissvale | Forbes and Stanwix | Henrietta St. |
| | 69C Regent Square | Wilkinsburg R.R. Station | Overton and Milton Sts. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Rogers, James E. Columbo St. nr N. Negley Ave. | 71 Negley | 5th and Liberty | Negley and Margaretta |
| | 77D Highland | 5th and Market | Negley and Margaretta |
| Roosevelt, Quentin The Boulevard | 53 Carrick | Smithfield St. Stops | The Boulevard |
| Schaeffer 1235 Clairhaven St. off Stratmore | 26A Sheraden-Ingram | Stanwix nr. Penn | Stratmore Ave. |
| Schenley High Bigelow Blvd. and Center Ave. | 82 Lincoln | Liberty and Market | Bigelow and Centre |
| | 77D Shadyside | 5th and Market | Bigelow and Centre |
| | 54C North Side-Oakland-South Side | | Centre and Craig St. |
| Schiller 1018 Peralta Street | 6C Spring Garden | 6th and Liberty | Peralta |
| | 1E Etna Bus | 7th and Liberty | Ohio and Chestnut Sts. |
| | 1F Millvale | 7th and Liberty | Ohio and Chestnut Sts. |
| | 6A Troy Hill | 9th and Penn | Peralta St. |
| | 6C Spring Hill | 6th and Liberty | |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Service Center S. 13th and Muriel Sts. | 54A Arlington | Any stop on Smithfield | 14th and Carson |
| | 53 Carrick | Any stop on Smithfield | 14th and Carson |
| Sheraden 3120 Allendale Street | 26A Ingram-Sheraden | Stanwix and Penn | Allendale and Chartiers Ave. |
| South High South 10th and Carson Sts. | 54A Arlington Heights | Any stop on Smithfield | 10th and Carson |
| | 51F Homestead via South Side | Any stop on 5th Avenue | 10th and Carson |
| South Voc. High S. 10th and Sarah Sts. | 54A Arlington Heights | Any stop on Smithfield | 10th and Carson |
| | 51F Homestead via South Side | Any stop on Smithfield | 10th and Carson |
| South Hills Ruth and Eureka Sts. | 44 Knoxville | Any stop on Wood | South Hills Junction |
| | 53 Carrick (via Tunnel)* | Any stop on Wood | South Hills Junction |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Spring Garden 1501 Spring Garden Avenue | 6C Spring Garden | 6th and Liberty | Lager Street |
| Spring Hill 1351 Damas St. | 6B Spring Hill | 6th and Liberty | Haslage St. |
| | 11D Perrysville (T) | 7th and Penn | Charles St. |
| | Transfer to 19C City View | Charles and Perrysville | At school |
| Sterrett S. Lang and Reynolds St. | 75 Wilkinsburg | 5th and Smithfield | Lang and Penn Avenue |
| | 67C Wilkinsburg-Oakland | Forbes and Stanwix | Lang and Penn Avenue |
| | 74A Squirrel Hill-Homewood | Forbes and Murray | S. Lang and Reynolds |
| | | Homewood and Frankstown | S. Lang and Reynolds |
| | | Homewood and Hamilton | S. Lang and Reynolds |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Stevens, Thaddeus 822 Crucible St. | 31 Elliot-Cheraden-Ingram Bus | Penn and Stanwix | Lorenz Avenue |
| | | 5th and Wood | Amherst St. |
| | Oriole Bus Rt. 6, 7, or 6/8 | Delray and Liberty | Amherst St. |
| Sunnyside 4801 Stanton Ave. | 71 Negley (T) | 5th and Liberty | Stanton and Negley |
| | 91A Butler St. (T) | 6th and Penn | Butler and Stanton |
| | Transfer to 94A Stanton Heights | Butler and Stanton | |
| | | Stanton and Negley | Oranmore St. |
| Swisshelm Whipple and Pocono St. | 61B Swissvale (T) | Forbes and Stanwix | Schoyer Ave. |
| | Transfer to 69A Swisshelm Park | Schoyer Ave. | Whipple and Pocono |
| Vann, Robert Lee 631 Watt St. | 81C Bedford | Liberty and Market | Watt Lane |
| | 84A Herron-Oakland | Kirkpatrick and Centre or Fifth and Bouquet | Watt Lane |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Warehouse 2101 Liberty Avenue | 87 Ardmore | 6th and Penn | 21st. and Liberty |
| | 88 Frankstown | 6th and Penn | 21st. and Liberty |
| | 91A Butler St. | 6th and Penn | 21st. and Liberty |
| Washington Educational Center 169-40th St. | 91A Butler St. | 6th and Penn | 40th St. |
| Weil, A. Leo Center and Soho | 82 Lincoln | Market and Liberty | Center and Soho |
| | 81A Terrace Village | 5th and Market | Kirkpatrick and Center |
| Westinghouse High 3101 N. Murtland Ave. | 88 Frankstown | 6th and Penn | N. Murtland Ave. |
| | 87 Ardmore | 6th and Penn | N. Murtland Ave. |
| | 77B Frankstown | 5th and Market | N. Murtland Ave. |
| West Liberty Dunster and LaMoine | 41A Dormont-Sunset | Smithfield and 6th | Chrysler St. |

| School and Location | Bus No. and Name | Board at | Leave at |
|---|---|---|---|
| Westwood Shadyhill Rd. nr. Warriors Rd. | 36D Westwood | Stanwix and Forbes | Warriors Rd. |
| Whittier Meridan and Pawnee | 40 Mt. Washington Duquesne Incline | 7th and Smithfield West Carson near Point Bridge | Meridan St. |
| Wightman Solway and Wightman Sts. | All busses on Forbes Ave. 61A, 61B, or 61C | Forbes and Stanwix | Wightman St. |
| | 64A E. Liberty--Homestead | Penn and Highland | Solway Street |
| | 67C Wilkinsburg--Oakland | Forbes and Stanwix | Wilkins and Wightman |
| Woolslair 40th and Liberty Ave. | 87 Ardmore | 6th and Penn | 40th and Liberty |
| | 88 Frankstown | 6th and Penn | 40th and Penn |

Revised-- 1/70

APPENDIX V

Must be Posted in a Conspicuous Place Where Any Minor Under Age 18 is Employed

Form LIWC-27-100M-4-66

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF LABOR AND INDUSTRY

BUREAU OF WOMEN AND CHILDREN

HOURS AND WAGES

Abstract of

# CHILD LABOR LAW

**MINIMUM AGE:** Minors under 14 years of age may not be employed or permitted to work in any establishment or in any occupation, except children employed on farms or in domestic service in private homes. However, under certain restrictions, caddies may be employed at the age of 12 and juvenile performers in the entertainment field at the age of 7 years.

**EMPLOYMENT CERTIFICATES:** No minor under 18 years of age shall be employed without an employment certificate, kept on file by the employer. GENERAL and VACATION EMPLOYMENT CERTIFICATES are issued by school authorities. Employers may require PROOF OF AGE CARDS issued by school authorities for minors, aged 18 through 20 years. For the employment of minors in theatrical and other performances at ages and hours otherwise prohibited, SPECIAL PERFORMANCE PERMITS are required. These are issued by the Bureau of Women and Children, Hours and Wages, Department of Labor and Industry, Harrisburg.

| Ages | HOURS OF EMPLOYMENT | NIGHT WORK |
|---|---|---|
| 14 & 15 | **During school term:** Maximum 4 hours on school days, 8 hours on any other day and 18 per week, and only at a time that does not interfere with school attendance.<br>**During school vacation:** Maximum 8 hours per day, 44 hours per week. | Employment prohibited after 7 p.m. and before 7 a.m. (Exception: Male minors over 14 years may be employed at distributing or selling newspapers, magazines or other publications between 6 a.m. and 8 p.m.) |

**At any time:** Maximum employment 6 days per week; 30 minute meal period required after 5 hours work.

| Ages | HOURS OF EMPLOYMENT | NIGHT WORK |
|---|---|---|
| 16 & 17 | **During school term:** Maximum 28 hours per week if enrolled in regular day school.<br>**During school vacations:** and at any time for minors with General Employment Certificates, maximum 8 hours per day, 44 hours per week. | Girls may not work before 6 A.M. nor after 9 P.M. However, students in a supervised school-work program may work to 10 P.M.<br>**During school term,** [redacted] students may not work after 11 p.m. and before 6 a.m.<br>**During school vacations,** no night work limit for [redacted] students. No night work limit at any time for [redacted] legally excused from school attendance. |

**At any time:** Maximum employment 6 days per week; 30 minute meal period required after 5 hours of work.

**PROHIBITED OCCUPATIONS:** See reverse side. Additional information is available at the district offices.

Address inquiries, complaints, or requests for additional copies of this poster, to one of the offices of the Bureau of Women and Children, Hours and Wages, Department of Labor and Industry listed:

HARRISBURG 17120
1161 Labor & Industry Building
Phone 787-1670

ERIE 16501
G. Daniel Baldwin Bldg.
Phone GL 2-4582

PHILADELPHIA 19130
State Office Bldg.
Phone 568-1000
Ext. 8098

SCRANTON 18503
N. E. Penna. Natl. Bank and Trust Bldg.
Phone DI 6-3300

PITTSBURGH 15222
State Office Bldg.
Phone 391-2100
Ext. 253

ALTOONA 16601
1128 Eleventh Ave.
Phone 944-0551

SPECIAL ATTENTION IS CALLED TO THE PROHIBITION OF THE FOLLOWING:

**Sec. 625 — Motor Vehicle Code** — **Operating Motor Vehicles:** At ages 14 and 15, operating a motor vehicle of any description. At ages 16 and 17 operating a motor vehicle or tractor on any highway as a paid employe.

**Sec. 493 (13) Liquor Code** — **Liquor:** Under 18, employed in, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold or dispensed. At ages 18 to 21, serving or handling alcoholic liquors where sold or dispensed.

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THE GENERAL ASSEMBLY OF THE COMMONWEALTH OF PENNSYLVANIA HEREBY ENACTS AS FOLLOWS:

Section 1. The third paragraph of section 5, act of May 13, 1915 (P.L. 286), known as the "Child Labor Law", amended August 23, 1961 (P.L. 1107). is amended to read:

Section 5. * * *

No minor under eighteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold, or dispensed; nor in a bowling alley; nor in a pool or billiard room: Provided, That male or female minors sixteen years of age and over may be employed and permitted to work in a bowling alley, or that part of a motel. restaurant. club or hotel in which liquor or malt or brewed beverages are not served.

* * *

Section 2. This act shall take effect immediately. Signed by Governor Shapp, October 15, 1971.

Schedule of Hours of Work for Minors under 18 (Form LIWC 19) Must Be Posted and Kept Current.

**PENALTY:** Any person or any agent or manager for any person violating or permitting any violation of the Child Labor Law shall upon conviction, be subject to a fine of not less than $50 nor more than $200 for the first offense and not less than $100 nor more than $300 for any subsequent offense or to imprisonment for 10 days, or both.

Under the Workmen's Compensation Law, fifty percent additional compensation shall be paid to any minor injured while illegally employed, all of which shall be paid by the employer.

# PROHIBITED OCCUPATIONS FOR MINORS

## UNDER 21

Mines Other than Coal: Operating a hoisting passenger machine.

Printing and Allied Industries: Operating power driven paper cutter or circular saw*.

Tunnel Construction: Hoisting engineer, signalman, or locomotive driver.

## UNDER 18

Boats: Pilot, fireman, or engineer on any boat or vessel.

Bricks: Working on horizontal or vertical pug mills.

Crane operators: Cranes and Hoists.

Electrical work: All outside and inside electrical wiring*.
Installing, removing and testing electric meters*.

Elevators: Operators or managers of passenger or freight elevators, or hoisting or lifting machinery.

Excavating: Within tunnels or shafts; trenches more than four feet in depth*.

Explosives: Where explosives are manufactured, handled, or stored.

Highways: Section hand.

Machinery: Cleaning or oiling machinery in motion. Operating or assisting in the operation of the following: Emery wheels**, metal plate bending machine*, mixing machines in bakeries*, punch presses**, wire-stitching machines*, woodworking machinery (power driven)*.

Meat grinders: Operation of power driven food chopping, meat grinding, slicing or processing machines*.

## UNDER 18

Metal Industries: Work in rolling mills*, handling bull ladles; about furnaces.
Mines: Dangerous occupations.
Motion pictures: Projectionist.
Paint, acids, and poisons: In any capacity in the manufacture of paint, colors, or white-lead; poisonous dyes; compositions using dangerous lead or acids.
Pits and Quarries: Most occupations.
Pool and Billiard Rooms: Any occupation.
Radioactive Substances: In all occupations involving exposure to radioactive substances***, and to ionizing radiation***.
Railroads and railways: Call boy, section hand, track repairing, gate-tending.
Roofing: All occupations*.
Rivets: Heating and passing rivets, except under special conditions.
Spray Coating: Spray coating*.
Slaughtering and Meat Packing: Most occupations.
Tanneries: Tanning process.
Welding: Acetylene or electric welding*.
Window cleaning: above ground level.
Wrecking and Demolition: All occupations.

*Except apprentices, student learners, and graduates of an approved vocational technical or industrial education curriculum which prepared them for employment in the specific occupation.
**Except apprentices, student learners, laboratory student aides and graduates of an approved vocational technical or industrial education curriculum which prepared them for employment in the specific occupation.
***Except laboratory student aides and graduates of an approved vocational technical or industrial education curriculum which prepared them for employment in the specific occupation.

## UNDER 16

Boats: Working on any boat engaged in transportation of passengers or merchandise.
Bowling Alleys: In any occupation.
Building Trades: Heavy work.
Coal Dredges: Any work on coal dredges.
Heating and passing rivets.
Manufacturing: Any manufacturing or mechanical process.
Mines: Any anthracite or bituminous or any other mine.
Railroads: Any steam, electric, or other railroad.
Scaffolding: On scaffolding.
Strikes or lockouts: Unless legally certificated to work before strike or lockout.
Tobacco: Stripping or assorting tobacco.
Tunnels: Work in any tunnel.

# APPENDIX VI

PITTSBURGH PUBLIC SCHOOLS
CONNELLEY SKILL AND LEARNING CENTER
DIVISION OF POST SECONDARY EDUCATION

## I. 13th and 14th Year Skill Programs

Classes 7:50 A.M. - 5:30 P.M.

### A. Entry Level Programs
(No prerequisites)

1. Air Conditioning & Refrigeration
2. Auto Mechanics
3. Bricklaying
4. Cabinetry
5. Carpentry
6. Clerk Typist
7. Commercial Art
8. Data Processing
9. Drafting & Design
10. Electric Power
11. Electric Wiring
12. Electronics
13. Machine Operation
14. Marketing
15. Plumbing
16. Printing
17. Radio & Television
18. Research Laboratory Assistant
19. Sheet Metal, Heating-Ventilating
20. Welding

### B. Post Graduate Programs

1. Advanced Drafting & Design Technology
2. Auto Machinist Technology
3. Automotive Transmission & Front End Specialist
4. Air Conditioning & Refrigeration
5. Computer Programming
6. Electronic Technology
7. Graphic Arts Technology
8. Machine Tool Technology
9. Mobile Diesel Technology
10. Research Development Laboratory Technician
11. Welding Technology
12. Cosmetology (Management-Instruction)
13. Food Specialist

### Prerequisites for Post Graduate Programs

1. Completion of basic courses in OVT programs
   or
2. Technical or college training
   or
3. Experience in field.

Entry level programs for those who have none of the above. It is possible to work on ABE or GED test for high school equivalency.

The 13th and 14th Year Skill Programs are being conducted on a cluster area basis. This then means that the student does not train for one skill, but for a cluster of skills. The subject material is taught in modular units. The length of each module is a multiple of 18. Student schedules are individually devised. The 2:30 P.M. to 5:30 P.M. option is to help us to retain students during a period of maximum capacity. Regular classes begin at 7:50 A.M. and end at 2:30 P.M.

## II. Health Occupations

Classes 7:50 A.M. - 4:00 P.M.

1. Practical Nurse
2. Surgical Technician
3. Medical Lab. Assistant
4. Nurse Aide/Orderly
5. Dental Assistant
6. Dental Technician

Permission has been granted by the Health Occupations Department in Harrisburg to pilot the cluster area of Health Occupations. The goal is to begin a Health Occupations cluster in February, 1972.

## III. Manpower Development and Training Programs

A. Full-Time — Classes 7:50 A.M. - 3:50 P.M. or 1:30 P.M. - 9:30 P.M.

1. Auto Body (Washington)
2. Auto Mechanics (Gladstone)
3. Clerical
4. Cosmetology (South)
5. Drafting
6. Electric Appliance
7. Fitters
8. Food Service
9. Machine Operator
10. Medical Secretary
11. Nurse Aide #1
12. Surgical Technician
13. Welders

B. Part-Time

| | | |
|---|---|---|
| 1. Clerk Steno | Tuesday & Friday | 6:30 P.M. - 9:30 P.M. |
| 2. Clerk Typist | Tuesday & Friday | 6:30 P.M. - 9:30 P.M. |
| 3. Off-Set Printing | Monday & Thursday | 6:30 P.M. - 9:30 P.M. |

Manpower Development and Training classes on prime time begin at 7:50 A.M. and end 3:30 P.M. The second shift, necessary because of the laboratories being used by the day school students, begins at 1:30 P.M. and ends 9:30 P.M.

## IV. Learning Center

Classes 8:30 A.M. - 4:30 P.M.

### A. Adult Education Department

| Remedial | General Education Development Test Preparation |
|---|---|
| 1. English | 1. English |
| 2. Reading | 2. Reading |
| 3. Language Arts | 3. Social Science |
| 4. Basic Mathematics | |
| 5. Social Skills | |
| 6. Education Development Laboratory | |

GED Testing Department located in Learning Center - 8:30 A.M.-4:00 P.M.

Satellite Areas:

Immigrant English Classes located at Forbes School 8:30 A.M. - 3:15 P.M.
Neighborhood Youth Corps located at YWCA, Fourth & Wood Sts. 9:00 A.M.-12:00

## V. Connelley Annex

### A. Educational Medical Program
(Grades 7 - 12)

The Educational Medical School provides an uninterrupted education process for those girls who have become pregnant while still attending school. Girls usually enter the Educational Medical School near the beginning of their second trimester of pregnancy, and they stay until they deliver.

### B. Project Goodwill

1. Commercial Foods
2. Commercial Sewing
3. Fabric Maintenance
4. Basic Clerical

Project Goodwill, a training program for the unemployed and underemployed, helps economically, emotionally, and socially handicapped persons find vocations that will be satisfying and productive. It provides them with marketable skills to re-enter or enter for the first time the work sub-culture.

## VI. Adult and Continuing Education

### A. Satellite ABE

Classes 6:30 P.M. - 9:30 P.M.
Monday, Tuesday, Thursday

Arsenal
Woolslair

Fifth Avenue High

Frick
Montefiore Hospital

Greenfield
St. Francis Hospital

Holmes
West Penn Hospital

Latimer Junior
Fairywood

Peabody

South High

Weil
Presbyterian Hospital

Westinghouse

### B. Connelley Standard Evening High School

Classes 6:30 P.M. - 10:10 P.M.
Monday, Wednesday, Thursday

1. English
2. Spanish
3. French
4. Applied Mathematics
5. General Mathematics
6. Algebra
7. Geometry
8. Trigonometry
9. History
10. American Government
11. Sociology
12. Economics
13. Physical Science
14. Biology
15. Chemistry
16. Earth & Space
17. Physics
18. Chemistry Lab.
19. Typing
20. Transcription
21. Shortand
22. Bookkeeping
23. Office Machines
24. Business Law

### C. Connelley Vocational-Technical Night School

Classes 7:00 P.M. - 10:00 P.M.
Tuesday and Thursday

1. Air Conditioning & Refrigeration
2. Carpentry
3. Cashiering
4. Computer
5. Drafting
6. Electronics
7. Electric Wiring
3. Machine Theory
9 Nursing
10. Printing
11. Radio & TV

D. Satellite — Classes 7:30 P.M. - 9:30 P.M.
Tuesday and Thursday

| | Continuing Education | Vocational-Technical |
|---|---|---|
| 1. Allegheny | Immigrant English | Sewing<br>Typing 1, 2<br>Shorthand 1, 2<br>*Sheet Metal 1,2,3,5,AG<br>Cabinet<br>Drafting<br>Auto Mechanics<br>Radio & TV<br>Air Conditioning/Refrigeration |
| | * Monday, Tuesday, Wednesday, Thursday | |
| 2. Langley | English<br>Math | Bookkeeping<br>Shorthand 1<br>Dictation<br>Typing 1<br>Advanced Typing<br>Sewing |
| 3. Carrick | | Sewing<br>Typing 1, 2<br>Shorthand 1, 2<br>Office Machines |
| 4. South Hills | | Shorthand 1, 2<br>Typing 1, 2<br>Sewing<br>Upholstery |
| 5. Fifth Avenue | Immigrant English | Typing 1, 2<br>Shorthand 1, 2<br>Sewing |
| 6. Greenfield<br>(Monday, Tuesday, Thursday) | | Clothing |
| 7. Gladstone | | Shorthand 1, 2<br>Typing 1, 2<br>Clothing<br>Upholstery |

| Satellite (continued) | Continuing Education | Vocational-Technical |
|---|---|---|
| 8. South | Immigrant English | Sewing<br>Typing<br>Shorthand<br>Auto Body<br>Baking<br>Carpentry<br>*Welding<br>Plumbing |
| | *Tuesday, Wednesday, Thursday | |
| 9. Peabody | Italian<br>Immigrant English & Americanization | Typing 1, 2<br>Shorthand 1, 2<br>Millinery<br>Upholstery<br>Clothing |
| 10. Washington Education Center | | Welding<br>Bricklaying<br>Auto |
| 11. Westinghouse | | Type 1<br>Advanced Type<br>Shorthand 1<br>Furniture Repair<br>Clothing<br>Millinery |